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ABSTRACT

This final performance report provides project outcome information and data to the U.S. Department of Education for the federally-funded Library Literacy Program. The Jackson District Library (Michigan) conducted a project that involved recruitment, retention, public awareness, training, basic literacy, collection development, tutoring, employment oriented, intergenerational/family, and English as a Second Language (ESL) programs. The project served a community of 100,000-200,000 people, and targeted the homeless, learning disabled, workforce/workplace learners, seniors/older citizens, and intergenerational/families. Tutoring was done one-on-one, using the Michigan Method. The project served 96 adult learners, and provided 1,583 hours of direct tutoring service. This report describes activities from October 1992-September 1993 and provides: a comparison of actual accomplishments to goals and objectives set forth in the grant application; a comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Appendices include: newspaper articles highlighting the program; literacy council newsletters; "New Voices in Writing"--a compilation of student writing; tutor training evaluation form and compilation of results; tutor handbook; program brochures and flyers; reading tips for parents; and "Read All About It!"--a supplement to the "Jackson Citizen Patriot" in honor of National Literacy Day. (SWC)

**Jackson District Library, Final Performance Report for
Library Services and Construction Act (LSCA) Title
VI, Library Literacy Program**

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Part I. General Information

1. Jackson District Library
244 West Michigan Avenue
Jackson, Michigan 49201
2. Joy Rosynek
(517) 788-4317
3. Grant Number R16720211
4. Grant Award: \$35,000
Actual Amount Expended: \$34,864.17

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

- ☐ under 10,000
- ☐ between 10,000 - 25,000
- ☐ between 25,000 - 50,000
- ☐ between 50,000 - 100,000
- ☒ between 100,000-200,000
- ☐ over 200,000

2. What type of project was this? (Check as many as applicable)

- | | |
|--|--|
| ☒ Recruitment | ☒ Collection Development |
| ☒ Retention | ☒ Tutoring |
| ☐ Space Renovation | ☐ Computer Assisted |
| ☐ Coalition Building | ☐ Other Technology |
| ☒ Public Awareness | ☒ Employment Oriented |
| ☒ Training | ☒ Intergenerational/Family |
| ☐ Rural Oriented | ☒ English as a Second Language (ESL) |
| ☒ Basic Literacy | |
| ☐ Other (describe) _____ | |

3. Did you target a particular population? (Check as many as applicable)

- | | |
|---|--|
| ☒ Homeless | ☐ Homebound |
| ☐ Hearing Impaired | ☒ Seniors/Older Citizens |
| ☐ Visually Impaired | ☐ Migrant Workers |
| ☒ Learning Disabled | ☐ Indian Tribes |
| ☐ Mentally Disabled | ☒ Intergenerational/Families |
| ☒ Workforce/Workplace | ☐ English as a Second Language |
| ☐ Inmates of Correctional Institutions | |
| ☐ Other (describe) _____ | |

4. If this project involved tutoring, what tutoring method was used?

- | | | |
|---|---|---|
| ☐ Laubach | ☐ LVA | ☒ Michigan Method |
| ☐ Orton-Gillingham | ☐ Other (describe) | |

5. If this project involved tutoring, how was it provided? (check as many as applicable)

☒ one-on-one tutoring ☐ small group instruction
☐ classroom instruction

- 6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ☒ yes ☐ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

The students are tested at the intake using the Bader Diagnostic for Adults. After one year the student is retested. Results of the testing has varied depending on frequency of tutoring and time spent out of the tutoring session. Overall we have seen at least one grade level of reading improvement based on about 40 hours of tutoring.

- 6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ☒ yes ☐ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

We ask in each quarterly timesheet report information about the improvement in the quality of life of the student. We also ask about the improvement of the student in other areas such as advancement on the job, banking, etc.

Student writings are collected and published in some instances.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

☐ bibliography	☐ resource directory
☐ curriculum guide	☒ evaluation report
☐ training manual	☐ survey
☐ public relations audiovisual	☒ newsletter(s)
☐ training audiovisual	☒ other (describe)
☐ recruitment brochure	<u>Tutor Handbook</u>

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 96

Of those served, how many received direct tutoring service? 96

How many hours of direct tutoring service did they receive? 1,583

How many new volunteer tutors were trained? 41

How many current volunteer tutors received additional training? 23

How many volunteer tutors (total) were involved? 104

How many non-tutor volunteers were recruited? 20

How many service hours were provided by non-tutors? 200

How many librarians were oriented to literacy methods, materials, and students? n/a

How many trainers of tutors were trained? n/a

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Part III. Narrative Report

The following report outlines the activities of the Jackson County Literacy Project from October 1, 1992 until September 30, 1993.

Goals and objectives

The mission of the literacy program is to reduce illiteracy in Jackson County. In order to complete our mission we established for our goals and objectives for the fiscal year of 1992-93 the following:

Goal 1. Recruit and train volunteer tutors

Objectives

- A. We will recruit 70 tutors through brochures, presentations, public service announcements on radio and television, and newsreleases in local newspapers.
- B. We will have 5 workshops which will train 70 tutors, four in Jackson County and one in cooperation with the Hillsdale Literacy Project.

The four tutor training workshops were held and presided over by a certified tutor trainer authorized by Michigan Literacy, Inc., a state based organization, using the techniques outlined in the manual, *LITSTART*.

The Michigan Method is a combination of strategies including phonics, experience stories, and other reading techniques that offers several approaches to the teaching of reading. A *LITSTART* manual is given to each volunteer to use not only during the workshop but as a reference tool during his/her tutoring experience. The trainer and materials are paid for by grant funding.

Tutors were recruited through brochures, presentations, PSA's on radio and television. The most effective form of recruitment was through newsreleases in the

daily and weekly newspapers in the community printed small informational articles on the workshops. (Appendix 1.) In addition, there were brochures distributed around the county and presentations are made to interested groups.

These workshops trained forty-one tutors to work with adults. We fell short of our goal by 29 new tutors. One of the factors contributing to this was due to training times conflicting with schedules of some of the prospective volunteers even though the training workshops were offered during the day, evening, and weekends. Another factor was waning interest from the prospective tutor's phone call to actual training date. We keep the names of people interested in a database and contact them by letter when each workshop is scheduled.

The Carnegie and Eastern Branch of the Jackson District Library were used as sites for workshops, tutor meetings, and tutoring.

In addition, we held evening and weekend training and special workshops at the Woodville Community Center, an adult and community education building. This location is just outside the city limits, but is accessible by the interstate highway. Training rooms are equipped with blackboards, screens, overhead projectors, televisions and VCRs. All the training sites are handicapped accessible with abundant parking.

We were unable to coordinate dates with Hillsdale County Literacy Project for a joint training. Some of this was due to personnel changes at Hillsdale, during the grant period there were two different coordinators.

Volunteers served on the Literacy Council's Board of Directors and volunteers from the community helped at special workshops by registering participants.

Goal 2. Support the efforts of the tutors.

Objectives:

- A. Publish a bi-monthly newsletter to inform the tutor of different events effecting literacy.

B. Provide workshops to help the volunteers in better serve the needs of the students. These workshops will be paid for by alternative funding.

C. Provide bi-monthly tutor meetings.

A newsletter was published for the tutors and supporters of the program. Five newsletters were produced during the grant period. However, we were unable to produce a newsletter due to shortages of staff time and more newsworthy items being available. As a result, we will produce a quarterly newsletter starting in the fall of 1993. (Appendix 2)

Three student newsletters were produced. In addition, a larger publication called, "New Voices in Writing", a composite of student writings was produced. (Appendix 3)

We provided additional workshops for the tutors in collaboration with other literacy programs. The Project sponsored a workshop on self-esteem. This workshop had been requested by tutors in the previous year's evaluation.

During the grant period there were two special workshops sponsored by the surrounding counties of Region 5A. The workshops were held on the following dates and locations:

Reading Rally	October 10, 1992	Ann Arbor, Michigan
Reading Connection	March 26, 1993	Clinton, Michigan

The workshops concentrated on reading and writing strategies, self esteem, and sharing of successes. The workshops were paid for by a staff development grant from the Michigan Department of Education. Over one hundred tutors from four counties participated in the workshops.

Bi-monthly tutor meetings were offered to provide opportunities to introduce new reading and writing strategies with tutors and to share problems, offers solutions and most importantly of all successes. However, attendance at the bi-monthly meetings was very poor. We tried to vary the days and times of the meetings but

attendance did not improve. The bi-monthly meetings will probably be discontinued in favor of more highly publicized and attended events such as the Reading Rally and Reading Connection.

Goal 3. Recruit, instruct, students in reading and support students.

Objectives:

- A. Recruit 65 students by brochures, agency referrals, self-referrals, newspaper ads, public service announcements on radio and television
- B. Match students with tutors.
- C. Support the students with further training of tutors

The adult literacy program's main objective is to recruit students. There were 38 new students recruited during the grant period. Recruitment was achieved by various means:

1. Referrals were one of the main sources of recruitment from:

- A. Adult Education teachers or directors
- B. Social Service agencies
 - 1. Michigan Department of Social Services
 - 2. Hillsdale-Jackson Community Mental Health
 - 3. Washington Way Recovery
- C. Employment agencies
 - 1. Michigan Employment and Security Commission
 - 2. Private agencies, i.e., Manpower, Kelly Temporary
- D. Job Training Programs
 - 1. Jackson Community College
 - 2. Jackson Area Career Center
- E. Employers
- F. Friends and family
- G. Self

H. Radio and television PSA's

The objective was to recruit and match 65 students during the grant period, recruitment figures for this time were 38 new students. Recruitment and matching of students was not reached for several reasons. Student's needs changed from the initial intake, availability of tutors at time of intake, tutors unavailable in rural areas, transportation for students was limited, child care was difficult to obtain and/or the student decided not to enter into the program. Plus there was a slight improvement in unemployment figures in the county over the past year.

During the grant period ninety-one students received tutoring services. Students leave the program at various times during the year for a variety of reasons: a change in job responsibilities, moving, vacations, illness and frustration. We encourage the student to return when the situation changes or try to work out the problems.

Tutoring was accomplished in private rooms in public buildings. We have established at least one site in each community of Jackson County. We have located tutoring sites in libraries, churches, schools, community centers, adult education centers and businesses. Tutoring is not allowed in private homes for many reasons including distractions and security reasons.

Goal 4. Improve training and program design.

Objectives:

- a. Tutors will be requested to complete an evaluation of the training workshop
- b. Tutors will be requested to complete an evaluation of materials, training, and support from the office after one year.
- c. Students will be interviewed after one year of tutoring to evaluate if needs are being met.

After each tutor training session, we ask the participants to fill out an evaluation of the training and trainers to see if the objectives of the training are being met and if the volunteer is comfortable with their role. These evaluations are used to modify the training to meet identified needs. (Appendix 4)

One hundred surveys were sent out to tutors who had tutored during the grant period; of that amount only twenty-four tutors submitted their evaluations. A compilation of the evaluation will be included in the appendices. (Appendix 5)

But the overall consensus is the following: the training workshop is rated excellent to good. It was suggested that experienced tutors be part of the training to share their experiences. Many of the tutors listed various materials as being most helpful. New additions to be added to the Resource Room were suggested and included: outdoor sports books on hunting and fishing, beginning auto books and biographies. The majority of the tutors found the existing materials to be "good". The office staff was considered helpful. Many of the tutors indicated that they had been unable to attend special workshops, a conflict of schedules was indicated. Many tutors did not respond to the questions. In conclusion a new evaluation will be developed that will encourage more participation. Another result of the survey was the revision of the tutor handbook. (Appendix 6)

Appointments were made with students for interviews approximately one year after beginning tutoring. Beginning goals were evaluated and re-testing took place. Overall there were usually gains in at least one reading level. In addition, students shared information on skills they could now accomplish. Goals were either restated or new goals set. Often the interview identified materials the student would like to work with during the session.

In keeping with the objective of improving program design, the coordinator had attended meetings sponsored by SEMLIT to address and comply with the Adults with Disabilities Act. We identified non discriminatory criteria for enrollment in the literacy

program and examined our intake questionnaire to see if we were in compliance. We were helped in this endeavor by a lawyer specializing in the area of rights for the disabled.

Goal 5. Promote literacy in the community

Objectives:

- A. Distribute at least 50 brochures to 30 locations
- B. Place public service announcements on local radio and television stations
- C. Present programs to at least 12 clubs and organizations during the grant period.
- D. Establish and maintain cooperation in the many communities of Jackson County.
- E. Cooperate and maintain communication with other literacy programs state-wide and nationally.
- F. Attend bi-monthly meetings of Region 5 coordinators.
- G. Create Speakers Bureau using Board members, tutors and students.

Thirty locations were successfully identified and fifty brochures were distributed at each site. Brochures were distributed to the following

Thirteen branches of the Jackson District Library

Carnegie-City of Jackson
 Clarklake
 Concord
 East-City of Jackson
 Grass Lake
 Hanover

Henrietta

Meijer

Napoleon

Parma

Spring Arbor

Springport

Summit

Nine adult education programs

Columbia

Concord

Hanover Horton

Jackson

Michigan Center

Napoleon

Springport

Stockbridge

Western

Department of Social Services

Michigan Employment Security Commission

Jackson Office of Employment and Training

Jackson Community College (campus and downtown)

Head Start

Region II Action Agency

Jackson Housing Commission.

Manpower

Kelly Temporary Services

There were 9 presentations presented to groups and organizations during the grant period. Presentations were made to Altrusa, A P of PEO, Calvary Methodist Church's Mary Circle, Daughters of the American Revolution, Heart of the Lakes Woman's Club, Jackson Junior Welfare League, Kiwanis, Queen of the Miraculous Medal Parish Council, and Zonta

The South Central Adult and Community Education Association's (SCACEA) membership is made up of adult educators from the south central section of Michigan. This organization sponsors monthly meetings that provides information on state legislation concerning adult education funding, graduation requirements, and brings in speakers from the Michigan Department of Education, and colleges and universities. All of the adult education directors in Jackson County belong to this organization, the literacy coordinator has been a member for the past five years. SCACEA sponsors a staff development program each fall bringing in presenters who specialize in adult education. Tutors are invited to this event.

The coordinator is a member of the Western School District's Business and Education Partnership Taskforce. The taskforce seeks to bring the workplace and education closer together by sponsoring partnerships that will encourage students to remain in school. In addition, the taskforce show the business community what education has to offer in continued training for their employees such as adult education or literacy tutoring. The taskforce is made up of members from education and the private sector.

In May of 1992, the Jackson County Literacy Project entered into a partnership with American 1 Federal Credit Union. The Credit Union has provided the funding that has paid for posters and distributed the posters to their over 300 member companies in the county.(Appendix 7.) In addition, the Credit Union has sponsored the literacy volunteer recognition events and the Community Spelling Bee.

We have sought additional funding through the State of Michigan and local foundations. A grant from the Michigan Department of Education allowed us to update our technology with the purchase of a laser printer.

A grant from the local foundation allowed us to expand a family literacy program in a partnership with a local elementary school.

This partnership created a one-to-one tutoring program using adult volunteers to work with children in the K-3 school who have been identified as at risk. The parents of these at risk children are involved in a parental component that will if successful lead to the parent enrolling in adult class on site at the elementary school or the literacy program.

The coordinator maintains cooperation and communication with state organizations. She attends bi-monthly meetings of the four county area that makes up Region 5A to plan and coordinate collaborative events such as the Reading Rally and Reading Connection.

There are quarterly meetings of the South Eastern Michigan Literacy Coordinators (SEMLIT). This association allows the coordinators to discuss mutual problems and brainstorm solutions. Meetings for tutor trainers are conducted by Michigan Literacy, Incorporated when it is possible. The Literacy Project is a member of Michigan Literacy, Inc. A workshop for the new training manual was conducted in August for tutor trainers that encompasses suggestion from tutor trainings.

The Literacy Project has maintained a membership with national organizations such as, Laubach Literacy Action (LLA). The project is on the mailing list of several literacy programs in other states.

A LSCA TITLE I grant has been written and received from the Library of Michigan to implement a "Books for Babies" program in collaboration with the local hospital. There will be over 2,000 packets handed out to new mothers during the year.

In each packet is information about the Literacy Project and it encourages new parents to seek reading help. (Appendix 8 and 9)

It was decided to not create a Speaker's Bureau , this was more an administrative decision. Because the literacy program is a department of the Library it was felt that a library employee would be able to answer more questions about the program and the relationship with the Library.

BUDGET

	Proposed	Actual
<u>Salary and Wages of Personnel</u>		
Coordinator	\$22,137.00	23,505.74
Program Manager	\$ 3,660.00	2,354.41
<u>Fringe Benefits</u>		
FICA	\$ 1,973.00	1,798.19
Health Insurance	\$ 2,120.00	2,175.22
Dental	\$ 240.00	227.72
Life	\$ 85.00	69.50
Travel	\$ 525.00	414.39
Supplies	\$ 750.00	1,013.97
Library Materials	\$ 1,030.00	1,014.44
<u>Other</u>		
Workshops	\$ 1,520.00	1,000.00
Postage	\$ 600.00	885.07
Telephone	360.00	405.52
Total	\$ 35,000.00	\$34,864.17

The coordinator's salary discrepancy is due to a salary increases in all the library employees. The literacy coordinator is considered a department manager on the salary schedule. In 1992, there was a salary readjustment for all employees to bring them closer to comparable salaries of same size libraries in the state. The program manager's position was paid at the rate of a Library Assistant I and her pay scale was less than budgeted.

FICA expenses were increased to meet this upgrade in salary. Dental and Life insurance costs were less than anticipated. However, health insurance premiums

were raised and the Library board reduced benefits under the library plan to control costs.

Travel expenses were less than anticipated, travel in and out of the county was less than previous years. The supplies line item increased because of more people working in the office and a having to pay more for copies. Copying is taken out of the supply line and there was an increase in copying fees at the county level where much of our copying is completed. However this is still less expensive than commercial print shops. In addition, we currently have 3 printers which require ribbons, ink, and paper.

The library materials line item was close to being spent . LITSTARTs were purchased for the trainings, along with some computer software.

The workshops line item was not completely spent. We did conduct the four workshops as planned and paid the trainers. But due to changes in personnel at Hillsdale County we were unable to coordinate a training time. Postage costs were greater than anticipated, we sent out flyers for workshops, recruitment flyers, and newsletters.

The telephone line item was over the original budget line item. We are charged by call local and long distance. More calls were made by the program manager to keep in touch with tutors..Also rates increased during the past year.

Tutor training workshops

The tutor training workshops were held on the following dates during the grant period:

January 28,30, February 2 & 4, 1993

May 12,17,19, &24, 1993

August 9,10,11, &12, 1993

September 14,16,21, &23, 1993

The four tutor training workshops were presided over by a certified tutor trainer authorized by Michigan Literacy, Inc., a state based organization, using the techniques outlined in the manual, *LITSTART*.

The trainer for the tutor workshop is contracted. She is an adult education teacher with over fourteen years experience in the field. She is currently in charge of writing curriculum and developing materials for migrant programming. She has taught job training classes for JTPA and the local community college.

The trainer conducts the training for workshop with input from the literacy coordinator.

The workshop objectives are the following:

1. Networking with fellow tutors
2. Introducing the tutor to the adult learner
3. Establishing techniques for self esteem
4. Introducing the *LITSTART* and the strategies contained within
 - A. Language experience story
 - B. Phonics
 - C. Reading strategies
5. Instructing the tutors in the use of the writing process
6. Planning and implementing a lesson plan
7. Using the materials found in the Resource Room and at home

The Michigan Method is a combination of strategies including phonics, experience stories, and other reading techniques that offers several approaches to the teaching of reading. A *LITSTART* manual is given to each volunteer to use not only during the workshop but as a reference tool during his/her tutoring experience. The trainer and materials are paid for by grant funding.

Materials Purchased

The materials purchased during the grant period were seventy-five of the *LITSTART* manuals and computer software.

Role of the Library

The role of the library is one of supervision and administration. The literacy coordinator is a full time employee of the library and is designated a department manager. The literacy coordinator and literacy staff members take part in activities that are required of all library staff such as staff meetings and staff development.

The literacy coordinator is included in mid-management activities such as the Public and Access Services (PAS) meetings with department heads and professional librarians. The literacy program is often an agenda item during staff meetings so that all staff, professional and support, are informed of the activities taking place in the literacy department. Library staff refer patrons to the program for volunteer opportunities, assessment as a student, information and interloaned literacy materials.

The literacy program is listed in all informational brochures from the library as a department and the direct phone number to the literacy program is listed in all publications of this type.

The literacy coordinator is under the supervision of and reports to the Public Services Manager. The position of literacy coordinator is a designated position on the library's organizational chart. She works directly with the Public Services Manager to promote activities that highlight reading, such as "The Great American Read Aloud" during National Library Week. In April of 1993, with the help of our partner in education, American 1 Federal Credit Union, a professional football player, LIONS Lomas Brown, was featured during the Great American Read Aloud. Mr. Brown's picture was published in May's issue of *American Libraries*. The Public Services Manager in turn reports to the director of the library.

The Jackson District Library's Board of Trustees authorizes all activities of the literacy department including budgets and grant requests. A quarterly report on the activities of the program is given to Board members and a yearly formal presentation is presented at the beginning of each calendar year. The Library Board also decides the policies under which the literacy program operates. There is an advisory group, the Jackson County Literacy Council, that makes recommendations on policy. The president of the Literacy Council serves in an advisory position on the Board of Library Trustees. In addition, the library's director is a member of the Literacy Council.

Library staff members have been responsible for developing and implementing all the programming connected with the literacy program from the beginning. The Library Board has shown its commitment from the onset including in its pledge to be fiscal agent for all grants and funding.

The Library has provided sites for training, workshops and meetings within the branch system. The Jackson District Library has thirteen branches and all branches have served as tutoring sites at one time. The Carnegie branch is the largest library in the system and serves tutors and students from open to close, Monday through Saturday.

Coordination of Program

The program was initiated in September of 1985 by concerned citizens, who felt the need to address the problem of illiteracy in our community. The Library Board makes all decisions concerning policy. However, the Literacy Council, a community based group with representatives from various organizations and businesses, advises the Library Board on policy.

The Literacy Council has representation from the following organizations and businesses:

Aeroquip

Consumers Power Company
Michigan Automotive Compressor, Inc.
HeadStart, Community Action Agency Region II
MacSteel, a Quanex division
Jackson Community College
Jackson District Library
Industrial Steel Treating
Western Adult and Community Education
Jackson Public Schools Adult Education

The literacy program coordinates and collaborates with other organizations in the community providing literacy services. The Literacy Office works in close collaboration with local adult education programs. The coordinator is a member of the South Central Adult and Community Education Association (SCACEA) and attends monthly meetings.

We have tutors helping in various adult education programs in the county. The adult education director or teacher may request a tutor for a student who needs individualized help. The literacy program matches the student with a tutor. The tutor may meet the student during class time or at a prearranged time before or after class. Adult education supports the literacy program by providing tutoring sites in their community education buildings.

We are also working with Jackson Public Schools to create family literacy programming. Parents of many Chapter 1 children are in need of improvement of skills. We have collaborated on a program called PROJECT SUCCESS, that has received separate funding. PROJECT SUCCESS uses community volunteers to tutor children to improve reading skills. PROJECT SUCCESS is now part of three innercity

elementary schools. In a separate component we will be working to recruit parents to improve skills through adult education and literacy tutoring.

As reported earlier, the coordinator is a member of the Western School District's Business and Education Partnership Taskforce. Our partner in education, American 1 Federal Credit Union, has provided many services for the program not covered by grants or other funding. The Credit Union has been very supportive of the Family/intergenerational programs.

On September 7th the local daily newspaper published an insert on the Literacy Project. This insert highlighted many of the programs of the Literacy Project and served as a recruitment tool for both tutors and students. (Appendix 10)

Sites

The following library branches and other organizations provided sites for workshops and tutoring for this project.

Jackson District Library

Carnegie	City of Jackson, Michigan
East	Jackson, Michigan
Meijer	Jackson, Michigan
Napoleon	Napoleon, Michigan
Summit	Vandercook Lake, Michigan

Jackson Community College Campus

Jackson Community College Downtown Center, City of Jackson

Spring Arbor College, Downtown Center, City of Jackson

First Presbyterian of Jackson, City of Jackson

Napoleon United Methodist Church, Napoleon, Michigan

St Aiden, Michigan Center, Michigan

St. James Lutheran, Jackson, Michigan

Trinity United Methodist Church, Jackson, Michigan

Columbia Adult and Community Education, Clarklake, Michigan

Hanover Adult and Community Education, Hanover, Michigan

Springport Schools, Springport, Michigan

Tomlinson School, City of Jackson, Michigan

Woodville Community Center, Jackson, Michigan

Consumers Power Company, Jackson, Michigan

Pleasant Lake Community Center, Pleasant Lake, Michigan

Impact of Project

"The mission of the Jackson District Library is to consistently provide residents of Jackson County with library services of the highest level to meet their ever-changing needs for educational, cultural, and recreational information; *to promote literacy*; and to foster a love of reading."

The Literacy Project has helped to promote that part of the Library's mission. The Literacy Project is a highly visible program whose association with the Literacy Council and other community groups is covered in local media.

The outgrowth of the literacy program is a collaborative effort on children's programming, outreach rural branches and literacy to create family programming that will foster family reading and literacy. Activities around this collaboration are being planned for 1994.

The concept of services from cradle to grave has been instituted in family literacy programming with the funding of "Books for Babies". The program was designed to introduce families to the library. Pamphlets about the library and literacy program were specially designed for this packet, but included in the information is a library card application and the baby's first board book.

The parent is invited to become part of the literacy project if they need improvement in basic skills. The children's programming was created to attract the parent to the adult program. Parents, whose children are being served by volunteers, have frequent contact with the coordinator. This has resulted in enrollment of parents in the adult program.

The Library was recognized for its involvement through education-community partnerships. The coordinator was recognized in her capacity as a library employee and given the Volunteer in Partnership Award from the Jackson Education Fund.

The total impact of the project is immeasurable as we hear our tutors report on the gains their students have made in all aspects of their lives. Marking gains in reading level can show quantifiable data, but it is those gains in quality of life that are less demonstrative. We have had students vote for the first time, open bank accounts, read to their children and write letters.

We have maintained the levels of students served each year of the program. We have continually served close to or just over one hundred students.

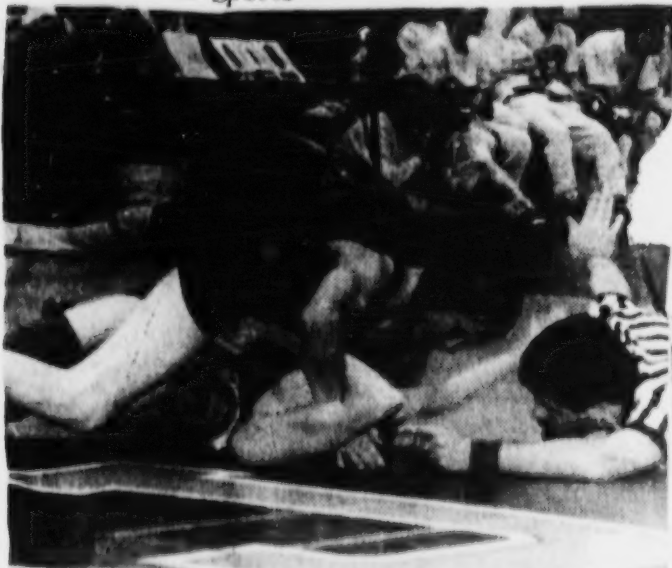
Calls from human resource personnel in local businesses have increased over the year as businesses realize that their employees need improvement of skills. We have accommodated this need by going to the workplace and doing on-site assessments with close cooperation with the employer. Plus there are those workers who come to the program on their own to improve their skills to keep their positions.

We have had students leave the program to be part of high school completion classes or take their GED. We have those students who have taken a giant step and enrolled in the local community college. We tell our tutors that there are no failures in the literacy program, each student will take something away with him or her that he or she could not accomplish before. Those accomplishments can be great advances in reading levels or reading a map. Each gain in skills is important to that individual learner.

Appendix 1

PAGE 16 — THE EXPONENT TUESDAY, JANUARY 19, 1993

Sports



In a match earlier this season, 103 lb. Addison wrestler Chip Con-in put the squeeze on an opponent.

Tutors sought

The Jackson county literacy project is asking for volunteers interested in tutoring adults in the adult one-to-one program.

The tutor workshop has been scheduled for January 28 and 30 and February 2 and 4. All participants must register for the workshop and attend all sessions. To register or for more information about the program, contact the literacy office at 788-4317.

Literacy workshop planned

People who want to help Jackson County adults learn to read can obtain training as tutors in a 12-hour workshop in September.

The Jackson County Literacy Project has scheduled the workshop over four evenings, from 6-9 p.m. on Tuesday, Sept. 16, 28 and 30.

All participants must register in advance. To register or get more information on the literacy project, a branch of Jackson District Library, call 788-4317.

BEST COPY AVAILABLE



OPEN DOORS NEWS

October/November 1992

SPELLING BEE

The fourth Annual Spelling Bee was held on September 21, 1992 at Woodville Community Center. There were ten teams that competed this year for the Bee trophy.

The following teams were part of the evening's special event: Adia Personnel Services, City Bank and Trust, Comerica, Consumers Power Co., Daniel Price, DDS, Industrial Steel Treating, MACI, Midway Supply, Premier Bank, and Shaffer Communications/MailPort.

The judges for the event were Western School District Superintendent, Dr. Craig Younkman, Jackson District Library Director, Virginia Lowell; and 23rd District Representative, Phil Hoffman.

The biggest laugh of the evening came when Representative Hoffman presented the first team to misspell a word with the "Dan Quayle Potatoe Award". The recipients, the Premier Bank Team, accepted the potato with a laugh and vow to do better next year.

The spelling team of Mary Matthews, Lisa Cellini, and Sharon Wallace from Industrial Steel Treating won the Bee by correctly spelling "*hiemal*". The second place team was "The Wisdom Teeth" from Dr. Price's office who failed to spell *nescient*.

We also received donations from Foote Hospital and the Sisterhood of Temple Beth Israel. Our partner in education, The American 1 Credit Union donated the mugs and the refreshments for the event.

The president of Industrial Steel Treating, Bernard Levy, accepted the sponsor award for his team.



PROJECT SUCCESS VIDEO COMPLETED

We are very excited about our new Project Success video that has just been completed.

We appreciate the time everyone spent on making this video. The staff, the tutors, and the students.

We especially want to thank Linda Brian and her husband, Jim. They spent many hours editing the film so that we could use the finished product for information and recruitment.

We will use the video to publicize the program in the community and as a recruitment tool for new tutors. We debuted the film on Monday, October 5, at a Jackson Public School Board Meeting where it was favorably received.

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**1992-93
Board of
Directors**

Cheryl Norell
Betsy Meyers
Deborah Lange
Deborah Brown
Lisa Cellini
Denise Davis
Mary DeLude
Joy O'Ellie
Connie Dellinger
Rosemaria Herbert
Virginia Caldwell
Tom Smith
Christine Welliver

Director

Joy Rosynek

Staff

Betsy Meyers
Julie Hosted

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News
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Jackson District
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Jackson County
Literacy Council
244 W. Mich
Jackson, MI
49201

(517)788-4312



From the desk of Joy:

Fall seems to be a busy month for us in the office. I hope you were able to attend one or more of the special happenings in September and October. The Spelling Bee was a very successful for us thanks to the overall sponsorship of our partner in education, American 1 Federal Credit Union.

The Board of Directors of the Literacy Council met on Saturday, October 10 for a Board Retreat to brainstorm and prioritize goals for the next year and into the future. We set some definite goals for this year in the area of programming with a parent component for PROJECT SUCCESS and the start up of the "Books for Babies" program.

We have completed the 501 (c) 3 application which will be sent off soon. This is the first step in applying to become a United Way agency, another goal for 1993.

In addition we will begin to work on a membership drive for people who want to support the programs of the Literacy Project.

New board member, Lisa Cellini, will be working with the office and an ad hoc committee to create more visibility in the community.

I want everyone to know about some of the wonderful things the tutors have reported to the staff:

Kathleen Godfrey's student, Cheryl, presented her with an engraved plaque that says the "World's Most Wonderful Teacher".

Jim Kappler wrote us about his student, "All in all, I think Jim's greatest improvement is his increasing confidence in his ability to perform."

Tutor Gina May reports that her student has graduated from Beauty School and is waiting to take her state boards to get her beautician's license.

NEW TUTORS

We have had several tutors trained for the Adult One-to-One program as well as for Project Success and are glad to announce them to you:

ADULT ONE-TO-ONE

Jean Gamboe
Sue Cowan
Gail Engle
John Nelson
Brian Shaw
Chloe Douglas
Reginald Holmes
Carol Bronold
Lisa Cellini



PROJECT SUCCESS

Suzanne Beitelscheis
Phyllis DeMay
Mimi Farrell
Virginia Giordano
Velma Hawes
Connie Hobde
Julie Husted
Bernadine Jennings
Jennie Masters
Joy Moull
Paul Nelson
Aldene Phelps
Mary Ramos
Janet Ray
Richard Ruppel
Inman Vandry
Paula Ward
Betty Winget
Gayle Schalhamer

TUTOR TRAINING

The first two weeks of November have been selected for tutor training workshops for both the Adult One-to-One and PROJECT SUCCESS.

If you are interested in a refresher course or taking part in PROJECT SUCCESS please call the office to reserve a spot at 788-4317.

ADULT ONE-TO-ONE

Trainer Kim Norton
Woodville Community Center
Saturday, November 7 and 14
8:30 a.m. to 4:30 p.m.

PROJECT SUCCESS

Trainers: Jane Schultz and Michelle Stalker
Allen School
900 East Pearl Street
Jackson, Michigan
November 3, 4: 3:15 p.m. to 7:30 p.m.
November 6: Noon to 5 p.m.

TUTOR TRAINING

Michelle Engler and Doro Bush-Koch Visit Allen Elementary School's Project Success

Thursday, October 8, was an exciting day for all of us in the Literacy Project and those at Allen Elementary School where PROJECT SUCCESS is based. We were visited by Michigan's first lady, Michelle Engler and President Bush's daughter, Dorothy (Doro) Bush-Koch.

They were interested in seeing and learning more about the literacy project at Allen School which is PROJECT SUCCESS. They were well received and very impressed with the program. Mrs. Engler and Mrs. Koch were given a tour of Allen Elementary and the PROJECT SUCCESS resource room. They had the opportunity to observe and talk with some of our tutors and enjoyed spending some time talking with the students about what they are learning through the program.

After a tour of the school and tutoring sites, the two women were invited to a small reception to talk to tutors, Allen staff, Jackson Public School's administrators, and Jackson District Library's director, Virginia Lowell, Council President, Cheryl Norey, and Literacy Staff, Joy Rosynek and Julie Husted.

Michelle Engler is very interested in Literacy and serves on the State Board. She has expressed an interest in returning in the Spring for a recognition event of Jackson's Literacy Project.

Doro Bush-Koch distributed her mother's pamphlet, "Barbara Bush's Family Reading Tips." She told the group that she envied her mother's energy and interests in promoting family literacy.



NEW VOICES

Student Writings from the Jackson County Literacy Project

WHAT BEING TUTORED HAS DONE FOR ME

Cheryl Quigley

student of Kathleen Godfrey

I first started coming for help one year ago.

I just wanted to learn to write.

Now I work out of three books and
go to adult education.

I feel pretty good about myself.

Thank you for giving me some self esteem.

.....

THINGS I LIKE AND DON'T LIKE ABOUT BEING A PARENT

Jim W.

student of Jim Kappler

Being a parent is not all fun and games.

The fun is being able to guide and teach them.

The results can be very rewarding.

The part that I don't like, is to have to
remind them things over and over again.

Being a Parent takes a lot of time.

I have very little time for myself.

So being a parent is not all fun and games.



Wanted - Student Writings

We always look forward to publishing our Student Newsletter, *New Voices*. But we have been disappointed lately with the amount of work that has been submitted. We hope to receive more student writings for our December/January newsletter. Please encourage your student to write for the newsletter. Students may turn in their work to their tutor of the Literacy Office.

BEST COPY AVAILABLE

We sent out 82 surveys to our tutors in September and only received 30 back. Thank you to those who took the time to respond.

The following is the result of the returned surveys:

1. General impressions of the Tutor Training workshop: a) sometimes was too technical; b) have more of an emphasis on Litstart; c) More lesson plan examples; d) have follow up workshops; e) have experienced tutors speak & answer questions.
2. Materials and suggestions concerning them: a) Have more easy reading books; b) large print materials, esp. books; c) easy reading newspaper; d) restaurant menus & job application forms; e) blank checks (generic); e) more materials with practical applications.
3. How do you like our materials? a) generally positive remarks; b) the big difference between Laubach 3 and 4.
4. Office staff is considered helpful.
5. Time and Places of Tutor Meetings and Workshops: a) usually inconvenient times and places; b) subject of workshops needs to be more clearly stated in publicity.
6. Suggestions for improvement of services of support for tutor & student: a) dyslexia information and testing; b) motivational techniques for students; c) speech therapy assistance; d) able to check out library books for 4-6 weeks; e) testing for learning disabilities.

1992 TUTOR HOURS

Jackson County Literacy Project
214 W. Michigan Ave.
Jackson, MI 49201

Please make name and
address corrections on the
mailing label.

Name: _____
Daytime Phone: _____
Best time to call: _____
Student's name and address: _____

MONTH	HOURS
OCTOBER	
NOVEMBER	
DECEMBER	

DON'T FORGET YOUR TO SEND YOUR
TIMESHEET IN

Tutoring Location:

Material used:

Comments:

How could we help you?



COMING EVENTS

NOVEMBER 2, 3, AND 6 - PROJECT SUCCESS
TRAINING

NOVEMBER 7, 14 - ADULT TUTOR TRAINING



JACKSON COUNTY LITERACY COUNCIL

244 W. MICHIGAN AVE, JACKSON, MI 49201



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TIME SHEETS ARE DUE

OPEN DOORS NEWS

February/March 1993

We would like to recognize the efforts of the tutors during the year, not just in October. The following people are celebrating anniversaries this quarter as tutors.

One Year

Donna Acton
Flora Enzer
Jim Kappler
Irene Mierzwa
Debbie Shaffer

Two Years

Sandy Lavin

Three Years

Mariam Bergstrom
Dorothy Griffard
Paul Nelson
Sherrie Prine
Gayle Schalhamer

Four Years

Denise Cavins
Linda Tien
Vera Tuttle



LITERACY
TUTORS...

They keep
going, and going,
and going...

Spring Reading Connection Seminar

The third Annual Reading Connection will be held at the Clinton Township Public Library on Saturday, March 27.

Elena Weissman will present activities for working with ESL students and any student who wants to improve skills. This is a good opportunity to expand your skills for working with your student.

Call the office for a reservation. This workshop is free to all tutors, but we need a head count for the luncheon. (See flyer in newsletter for more information and map.)

Grant Approved for Laser Printer

The Michigan Department of Education has awarded the Literacy Project a grant for \$1500 to purchase a laser printer. This grant is from the State School Aid Act under Section 92a(2) for using Technology to Upgrade Communications Vehicle for the literacy program.

The laser printer will allow the office to have high quality reproducible print for our newsletters, student writings, and other materials.

The printer has been ordered and we are anxiously awaiting its arrival to the office.

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From the desk of Joy:

1992-93

Board of Directors

Cheryl Norey
Betsy Meyers
Suechy Lange
Deborah Brown
Lisa Collins
Denise Davis
Mary DeLuca
Joe O'Neil
Connie Dellinger
Rosemarie Herbert
Virginia Lowell
Tom Small
Christine Welliver

Director

Joy Rosynek

Staff

Betsy Meyers
Julie Hosted

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244 W. Mich.
Jackson, MI
49201

(517) 288-4312

It has been a few months since we have published a newsletter. The months have gotten away from us at the office.

We have a few reminders for all the tutors:

1. Be sure to send in quarterly hours.
2. Call and let us know if you are *not* meeting with your student. We often find out two or three months after the fact.
3. If you are no longer using materials, please return them to the office. We need to know for re-ordering purposes and others may need them.
4. Let us know if the materials are not appropriate or if you have identified a need. Often we do have the materials you want, but you haven't communicated with the office.

Finally, we are offering a workshop at the end of the month for tutors, even though you are not tutoring an English Second Language (ESL) student this workshop will offer information on techniques and strategies for all students.

We are planning special events for the spring; the Great American Read Aloud, the Spelling Bee, and maybe a Learning Disabilities workshop. Look for more details in the next newsletter.

NEW VOICES

Student Writings from the Jackson County Literacy Project

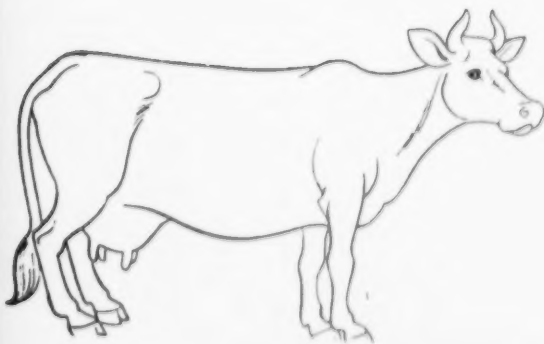
WHAT DO YOU LIKE?

I like myself. I'm different. I have freedom because I'm my own boss.

I like working with my cows, but it is a big responsibility. We grow all of the corn and hay for the cows.

I balance the diet so they will produce more milk.

Our cost of production is one of the lowest in the country, but our milk production is one of the highest.



Randy Taber
Tutor, Martha Betz

FYI

After talking to several tutors, we realized that there is some question about the timesheet. The timesheet we keep referring to is the form on this page. It is not the form many of the tutors received in their training packets.

Each quarter we ask that the tutors report the hours that they have devoted to the literacy project, including preparation time. This is very important to the administration of the program. We are now required to report volunteer hours to our funding source.

MONTH	HOURS
January	6 1/2
February	8
March	7 1/2

1992 TUTOR HOURS

Jackson County Literacy Project
244 W. Michigan Ave.
Jackson, MI 49201

*Please make name and
address corrections on the
mailing label.*

Name: _____
Daytime Phone: _____
Best time to call: _____
Student's name and address: _____

MONTH	HOURS
January	
February	
March	

DON'T FORGET TO SEND YOUR
TIMESHEET IN

Tutoring Location:

Material used:

Comments:

How could we help you?

Spring Events for the Literacy Program

March 27

Spring Reading Connection

April 21

Great American Read Aloud

May 6

Spelling Bee

JACKSON COUNTY LITERACY COUNCIL

244 W. MICHIGAN AVE., JACKSON, MI 49201

**HAVE YOU SENT YOUR TUTOR HOURS IN FROM
OCTOBER, NOVEMBER, DECEMBER 1992?**

OPEN DOORS NEWS

APRIL/MAY 1993

Reading Connection

We would like to thank Pat Frey, Donna DeButts, and the staff of Washtenaw Literacy for hosting the third Annual Reading Connection at Clinton Library on March 26.

The topic of this year's Reading Connection was English as a Second Language. The presenter was Elena Weissman. Elena is a new recruit for Washtenaw. She previously tutored an ESL student in Wisconsin.

Elena was a very enthusiastic and knowledgeable trainer. There were audience participation activities during the morning.

Tutors, trainers, and administrators from several counties attended the in-service. Unfortunately due to illness many of the Jackson attendees had to cancel.

Just a reminder, Jackson County Literacy Project will be hosting the Reading Rally in October.

Donations

The Jackson County Literacy Project has been the recipient of donations from community groups since the beginning of the year. The groups and organizations have given the following:

Sarah Treat Prudden Chapter: DAR	\$25.00
Zonta Club of Jackson- \$	129.00
Fundraiser \$	167.00
Heart of the Lakes Woman's Club:	\$300.00
Methodist Children's Society:	\$100.00

We appreciate the support from the community. The donations we receive help supplement the grants and allow us to offer workshops free of charge and support to tutors and students.

Reading Connection	
Donations	
Achievements	1
Desk of	
Note from Betsy	2
Tutor Time Sheet	3
Constitution/Bylaws. . .	Insert

Student Achievements

Many of our volunteers have written comments on their tutor hour sheets about their student's progress. We would like to share some of those with you.

Louise Hill reports that her student, Jeff, works 15 hours a day and has four children, but still manages to meet with Louise. She has been seeing improvement.

Jlm Kappler writes that his student is back to work and is working overtime. But they still meet when they can and the student's retention is high. Recently the student visited his local library.

Jesse Smith and his student, James, have been meeting for one year.

Lisa Cellini and her student are working on spelling rules. Lisa has requested we purchase a Jaguar for her personal use. If we do that one small item for Lisa, she promises she will never ask for any help again. NOT!

The following tutors need to turn timesheets into the office:

Donna Acton
Lorraine Aiken
Kimberly Hinkley
Reginald Holmes
Tamyra Krupa
Orthella Lameika
Michelle McLaughlin
Leola Rowison
Betty Snider
Vera Tuttle
Sara Beech-Finch



1993 TUTOR HOURS

Jackson County Literacy Project
244 Ill. Michigan Ave.
Jackson, MI 49201

*Please make name and
address corrections on the
mailing label.*

Name: _____
Daytime Phone: _____
Best time to call: _____
Student's name: _____

MONTH	HOURS
January	
February	
March	

DON'T FORGET TO SEND YOUR
TIMESHEET IN.

Tutoring Location:

Material used:

Comments:

**I vote the following on ratification of the
Constitution and By-laws:**

Yes

☐

No

☐

**1992-93
Board of
Directors**

Cheryl Norey
Betsy Meyers
Beverly Lange
Deborah Brown
Lisa Cellini
Denise Davis
Mary DeLuca
Joe D'Elia
Connie Dellinger
Virginia Lowell
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News

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A note from Betsy

This Spring, the Literacy Project is conducting a membership campaign as a way for individuals and businesses in Jackson County to support literacy.

Being a tutor is one way to combat illiteracy, and you as tutors know how necessary reading skills are in today's world. You also know that this effort is currently funded by grants, an unstable and shrinking source of funds at best.

Another way to support literacy is through gifts. A tax deductible donation to literacy will help continue to keep trainings free of charge, provide workshops at a minimal charge, and provide pertinent materials for tutoring at no cost to either student or tutor. Below is a guide for giving determined by the Council

Individual membership	\$5
Family membership	\$20
Friend	\$50
Patron	\$100
Sponsor	\$500
Life member	\$2,000



The Fifth Annual Spelling Bee
is May 6th.



FROM THE DESK OF JOY

I have just a short note to everyone this newsletter. Betsy and the membership committee have been working hard on a brochure for the Literacy Council. A special thank you to the Russell Publishing Group, that helped with the brochure and layout, especially Lisa Cellini.

Enclosed in this newsletter are the revisions on the Constitution and By-laws. We are currently seeking 501 3 (c) status and need this to complete the forms for the IRS. Please vote on your time sheet and send it in. We need this as soon as possible and definitely by May 5.

Spring Events for the Literacy Program

May 6

Spelling Bee

May 12, 13, 19,20

PROJECT SUCCESS

Training

May 12, 17,19, 24

Adult tutor training

JACKSON COUNTY LITERACY COUNCIL

244 W. MICHIGAN AVE., JACKSON, MI 49201

Send in your vote to ratify the Constitution



OPEN DOORS NEWS

June 1993

The Fifth Annual Spelling Bee

The fifth annual Spelling Bee was held at the Westwood Mall on Thursday, May 6th. The Mall is a new location for the Bee and proved to be very successful as shoppers stopped to watch the sixteen teams compete that evening.

Greg Akin, a sales manager from Fisher Bros. Paper Co., was the moderator for the event. The judges for the evening were Darwin Johnson, Superintendent of Jackson Public Schools, David Puckett, President of American 1 Federal Credit Union, and the Honorable Carlene J. Walz, 12th District Court Judge. The judges were called on many times during the competition to make decisions: about the length of the rounds, whether or not a team member had spelled a word correctly and challenges to the rules.

The following companies and organizations sent teams to the Bee:

Adia Personnel Services
Comerica Bank
Consumers Power Company
CP Federal Credit Union*
Industrial Steel Treating Co.
Jackson Business and Profession Women
Jackson Citizen Patriot*
Jackson District Library
Kelly Temporary Services
Little Caesar's Carryout*
Michigan Automotive Compressor, Inc.
Mid-Michigan Eye Care*
Midway Supply Company
Premier Bank
Rehman, Robson and Company*
Target Stores*

The event raised over \$1700 after expenses. We would like to thank all the members of the teams, the companies and organizations, and the Bee Committee for making this year a success.

* Denotes new teams

GRANT AWARDED TO PROJECT

The Library of Michigan has announced that the Jackson District Library's Literacy Project has been awarded an LSCA Title 1 grant called "Books for Babies". This grant is to develop and distribute materials to new mothers at Foote Hospital. The materials in the packet will include information about the library and literacy program, a board book, and a pamphlet about parents and reading.

The project will start in July or August of 1993, when the materials have been ordered and assembled by a local service organization.

The Great American Read Aloud

The Great American Read Aloud was held at Westwood Mall on Wednesday, April 21 to celebrate National Library Week and reading.

The celebrity guests for the evening were:

Linda Brian- Principal, Allen School
Lomas Brown-Tackle, Detroit Lions
Arlene Ford-Storyteller
Bob Kubiak-Coach, Jackson Bombers
Dorie Morgan-Reporter, WLNS TV
Jerry Peters- Local children's author
Josephine Smith-Local children's author

The celebrities read to an audience of about 75 adults and children. The visit by Lomas Brown was sponsored by our friends at American 1 Federal Credit Union. Mr. Brown signed autographs after the Read Aloud for about one hour. The young men from local football teams were able to talk to the Detroit Tackle and have their picture taken with him.

**Jackson County
Literacy Council
1992-93
Board of
Directors**

**Cheryl Norey
Betsy Meyers
Beverly Lange
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Christine Welliver**

**Director
Joy Rosynek**

Staff

Betsy Meyers

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(517)788-4317

From the desk of Joy

From the list of activities that occurred in April and May, one would think that they had been designated Literacy Months. We had many wonderful opportunities to profile the program to the public. In addition, we raised money to be used to support special programs, such as PROJECT SUCCESS, and other activities not covered by the grants.

I would like to send out congratulations to two special people who have contributed to the Literacy Project. The first is to Past President and current Board member, Christine Welliver, who is celebrating 25 years in education. Chris has been an enthusiastic supporter of the Literacy Project for over five years. She has provided space in the Woodville Community Center in which she is the director for many literacy activities.

Julie Husted has worked for the Literacy Project since March of 1992 as a work-study student from Spring Arbor College. Julie recently graduated from SAC with a degree in art and elementary education.

Julie is responsible for many of the wonderful drawings over the past year. She redesigned the logo for the program, plus the great rendition of the literacy tutor on page 4. Best wishes to Julie in her teaching career and also on her marriage on June 26th. We'll miss you!

Also I have received an award from the Jackson Education Fund as a "Volunteer in Partnerships" (VIP) for my work in PROJECT SUCCESS. I share this award with Julie and the 37 tutors at Allen, who have helped in the development of the program.

I would like to issue a special thank you to Audrey Volken and Thelma MacDonald at Westwood Mall. They helped us with the coordination of two large events for the Literacy Project: The Great American Read Aloud and The Fifth Annual Spelling Bee. Things would not have gone as smoothly without their input.

Last, but certainly not least, is the bouquet of thanks that must go to our partner in Literacy, the American 1 Federal Credit Union. They sponsored the visit from Detroit Lion, Lomas Brown and underwrote some of the expenses for the Spelling Bee.

In addition, Laura Pryor and her staff were on hand at both events to help hand out flyers, serve refreshments and make my job a great deal easier.

The Board of Directors and I are meeting next week to plan fall activities. We will keep you posted in up coming newsletters.



NEW TUTORS

The following new tutors have joined the Literacy Project to help an adult improve his or her reading and writing skills. Please welcome:

Dawn Andres
Sharon Christensen
Marie Conklin
Ruth Fabian
Mary Chris Halm
Ravi Jha
Eva Pycek
Linda Sandefur
Doris Stauff

The next tutor workshop will be a day training in August. We will announce the time and day in the July/August newsletter. If you would like to take a refresher course, please give the office a call.



Past President of the Literacy Council, Rod Jacobs, was a Kelly Temporary Services team member for this year's Spelling Bee.

This is the third year that Kelly has sent a team. (See story page one.)

BEST COPY AVAILABLE

Congratulations! To the following tutors who are celebrating anniversaries with the Jackson County Literacy Project's Adult One-to-One program:

ONE YEAR

Sara Beech-Finch
Trudy Cartwright
Sheryll Dishaw
Mimi Farrell
Audrey Fisher
Mildred Lairson
Michelle McLaughlin
Rita Themm

THREE YEARS

Nancy Heeman
Bev Lange
Pearl Losey
Jodi Maurer
Gina May

FIVE YEARS

Audrey Varland

SIX YEARS

Deb Bowman
Lynn Chenault
Phyllis DeMay
Jean Eastman
Joan Farnham

SEVEN YEARS

Marie Vanderweide



LITERACY TUTORS...

They keep going, and going, and going...



Thank you for turning in timesheets last quarter! It was one of our best quarters yet.

Remember it is you who are responsible for making the Adult One-to-One program successful. Help us to show our funding sources how much volunteer time is given each year.

1993 TUTOR HOURS

Jackson County Literacy Project
244 W. Michigan Ave.
Jackson, MI 49201

Please make name and address corrections on the mailing label.

Name: _____

Daytime Phone: _____

Best time to call: _____

Student's name and address: _____

MONTH	HOURS
April	
May	
June	

DON'T FORGET YOUR TO SEND YOUR TIMESHEET IN.

Tutoring Location:

Material used:

Comments:

How could we help you?

SUMMER EVENTS

JULY 2nd-National Literacy Day

August-Dates TBA

**Adult Tutor Training workshop
PROJECT SUCCESS Tutor Training
Jackson Junior League Tutor Training**

JACKSON COUNTY LITERACY COUNCIL

244 W. MICHIGAN AVE, JACKSON, MI 49201

Celebrate National Literacy Day July 2nd; read a book,
or encourage a friend to become a tutor!



OPEN DOORS NEWS

August 1993

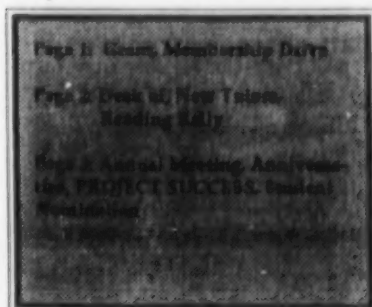
LSCA TITLE VI GRANT AWARDED TO LITERACY PROGRAM

The Jackson County Literacy Project has received notification of the award of the LSCA TITLE VI grant for 1993-94. The program will receive \$31,658 from the library literacy program that is sponsored by the United States Department of Education.

This grant provides seventy-five per cent of the funding for the Literacy Project. The money is used to support and promote the Adult One-to-One program.

The other programs of the Literacy Project that make up the other 25% of the budget are funded by state and local grants, contributions, and the fund-raising events sponsored by the Literacy Council.

The LSCA Title VI funds were in jeopardy earlier this summer when they were cut from the federal budget. Literacy volunteers and supporters sent cards, letters, faxes and made phone calls to congressmen and women to make sure that the funding remained at the levels set last year.



Literacy Council Mounts Membership Drive

The Jackson County Literacy Council has implemented its first membership drive beginning August 7 through September 8, International Literacy Day.

The Membership Drive's Honorary Board includes: William Allen, Vince Edwards, Rosemarie Herbert, State Senator Philip Hoffman, Chris Manegold, David Puckett, F.T. Weaver, and Bonnie Wheeler.

When the members of the Honorary Board were asked to be part of the membership drive, they contributed the following comments:

"I am enthused about the adult literacy program in Jackson. From a business standpoint, the quality of people, including the ability to read, is the key factor in the ability of a company to compete."

Chris Manegold, Executive Director
Jackson Alliance for Business Development

"Learning is a slow painful process, which has no miracles, but it is truly rewarding to see someone unfold. The learning process is incredible."

Bill Allen, Tutor,
Marcoux, Allen, Abbott & McQuillan PC

"Businesses who do not take the problem of illiteracy seriously are fooling themselves. It has an impact on our entire community and the work standards as well as social and economic standards. I would encourage every individual, and business to do what they can to support this increasingly important Project."

David Puckett, President,
American 1 Federal Credit Union

The following individuals, businesses and organizations have returned their membership forms:

Sponsor
Foote Hospital

Advocate
David Puckett

Patron
C,C, and S Telco
Educators and Employees Credit Union
Mr. and Mrs. Desmond Herbert
Powell Oldsmobile and Toyota, VW, Inc.
Michigan Automotive Compressor, Inc.

Friend
Martha Betz
Vince Edwards, Consumers Power
Lloyd R. Demcoe
Jennie E. Master
Mr. and Mrs. James Meyers
F.T. Weaver

Family
Louise Hill
Virginia Lowell
Mr. and Mrs. Jerome Malone
Mr. and Mrs. Christopher Manegold
Tim and Laura Pryor
Bonnie Wheeler in memory of
Hamilton Key, Sr.

Individual
Judy Archer-Dick
Marie Conklin
Floyd Galusha
Pat Frey + donation
Ruth Ellen Sharp + donation
Dr. Paula Shirk
Doris Stauff
Ms. Ella Tuenge

Donations
Howard Patch
Reynolds Agency, Inc.

Become a member today!

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Literacy Council**

1992-93

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Open Doors
News
is a joint project
of the
Jackson District
Library
and the
Jackson County
Literacy Council
244 W. Mich
Jackson, MI
49201

(517)788-4317

From the desk of Joy

August has been filled with trainings for Adult One-to-One and PROJECT SUCCESS. We have ten new tutors in the adult tutoring program. Please take note of the training in September, if you would like to take a refresher or know a friend who would like to be involved.

PROJECT SUCCESS at North East Elementary has had its first training and ten members of the Jackson Junior Welfare League participated in the workshop. Another training for East will take place in September.

I am looking forward to working with all the tutors at Allen Elementary this fall. PROJECT SUCCESS at Allen is ready to begin its second year. A brush up workshop is scheduled for the middle of September.

There are many activities taking place this fall besides the trainings. The Annual Meeting for the Literacy Council will be earlier this year as the closing activity of the membership drive. In addition, Jackson County is hosting the fifth annual Reading Rally. I will need your help to make this a success.

Over the next few months there will be some changes in the office. We have received funding from LSCA Title VI for 1993-94, however we do not have money in the budget for extra staff. Betsy will be working until the end of September. After that point volunteers from Jackson Junior Welfare League will be helping with activities. Please call before you come into the office to make sure someone will be here.

NEW TUTORS

The following new tutors have joined the Literacy Project to help an adult improve his or her reading and writing skills in August. Please welcome:

Reba Chatters
Sandy Hill
Linda Leigh
Teresa McClain
Dorothy Murray
Kelly Odegard
Vera Tuttle
Tamara Waddell
Julie Walz
Amy Whittaker

The next tutor workshop will be an evening training on September 14, 16, 21, and 23 from 6 to 9 p.m. at the Woodville Community Center.

Student recruitment is beginning to pick up at this time of year and we will be in need of tutors very shortly. Many of you have indicated that you would like a new student this fall. If you would like to take a refresher course, please give the office a call at 788-4317.

Reading Rally

The fifth Annual Reading Rally will take place on November 6 in Jackson at the Woodville Community Center. This event is for both tutors and students. We would like to see as many attend in Jackson as possible.

In addition, volunteers are needed to assemble packets, set up, register participants, serve as room monitors, etc. Please give the office a call if you are able to help.

Annual Meeting

The Annual Meeting of the Jackson County Literacy Council will be held on September 15 at Tomlinson School from 4 to 6p.m. Each year at this time we acknowledge the progress of our students and the efforts of the tutors.

Please think about nominating your student as the Outstanding Student(s) of 1993. Remember that it is not always the great strides forward that the students make in their reading levels that make them outstanding. It is also showing perseverance and dedication to learning.

Anniversaries

Congratulations! To the following tutors who are celebrating anniversaries with the Jackson County Literacy Project's Adult One-to-One program:

ONE YEAR

Mercedes Bell
Leo Crowley
Tamyra Krupa
Tony Lameika
Terry Seamans
Carlos Stoelzel
Marjory Tedder

TWO YEARS

Kathy Beck
Marijoyce Benedict
Theresa Riley

FOUR YEARS

Bill Allen

FIVE YEARS

Marie VanDerWeide

Nomination for Outstanding Student of 1993

Tutor's Name
Student's Name

Please write a paragraph on why your student should be honored:

JJWL sponsors PROJECT SUCCESS at North East Elementary

The Jackson Junior Welfare League has joined the Literacy Project in improving literacy skills in the community by making a commitment to implement PROJECT SUCCESS at North East Elementary on the east side of the City of Jackson this fall.

North East Elementary contains grades 1 through 6, and it is the school that the Allen students attend after third grade.

The first training of the JJWL members took place in August. New tutors for PROJECT SUCCESS at East are:

Kathy Comeau
Susan Crowe
Joan Cummings
Toni Dellas
Cheryl Heselschwerdt
Pat Lawrence
Kim Malone
Bobbie Ponn
Ginny Wolfe

Volunteers from JJWL will be helping in the office and other activities of the Literacy Program this year.

The commitment of this group to the community is well known. We are looking forward to working with the members and growing together as we meet the challenges of creating a world in which all can read.

Fall Events

September 8th-International Literacy Day
September 15- Allen School Brush Up Workshop
September 15-Annual Meeting
September 14,16,21,23 -Adult Tutor Training workshop
September 21,22,23-PROJECT SUCCESS at East
JJWLTutor Training
November 6-Reading Rally at Woodville Community Center

JACKSON COUNTY LITERACY COUNCIL

244 W. MICHIGAN AVE, JACKSON, MI 49201

Celebrate Literacy Month in September: read a book,
or encourage a friend to become a tutor!

*"New Voices
in
Writing"*

*Student Writings
of the students of the
Jackson County Literacy Project
1990-1993*



This booklet contains the writing of students who are part of the Jackson County Literacy Project. We hope you will take a few minutes to look it over and read some of the articles. These are poems and stories that were first seen in the "Open Books, Open Doors" newsletter from 1990 through 1993. Also remember we would like to publish your stories and poems, too.

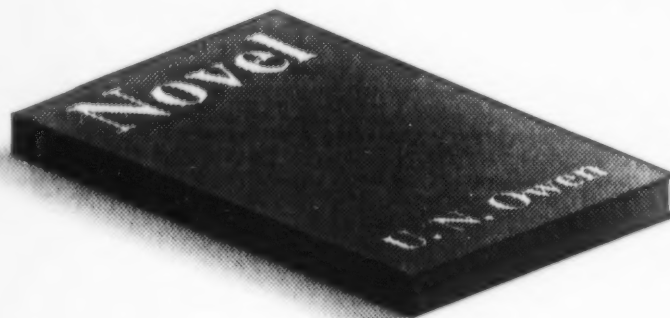
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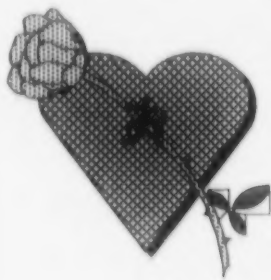
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Love	2.
Cedar Point	3.
My Brother	4.
Christmas	5.
What Do You Like?	6.
Book shelf	7.
Bicycle Safety	8.
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Taro Urashima (An old Japanese Story)	14.
The Falling Rice Ball	15.
A Man Without a Face	16.

TODAY, I CAN READ

by Dar

Today, I can Read,
Today, I can See,
Today, I can Talk,
Today, I can Walk,
Tomorrow, I can Read,
Tomorrow, I can Sing,
I can do anything
As long as I can Read.





LOVE *by Dar*

Love is when you feel
like a butterfly is in
your stomach every time
you see the one you love.

Love can be happy and sad
and sometimes even mad.

But when you are in love
you always feel glad.



Love is beautiful, it's
nice to be loved or to
love someone.

You just know when it's
right.



Your face lights up like
the sunlight.

Love is when you can tell
anything to the one you
love.

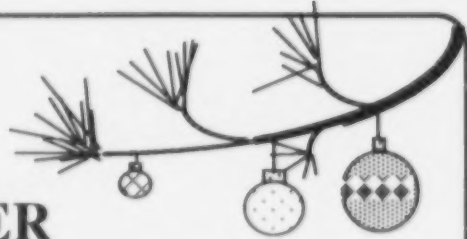
Love is great.

CEDAR POINT

by Dorothy

Sunday my family and I went to Cedar Point. We had a very nice time. The children did also. They rode the rollercoasters. They played games, too. We toured the museum. We crossed Lake Erie. It was beautiful. We had fun, we would like to do it again.





MY BROTHER

by Dorothy

My brother came to visit
me for Christmas.

We like to talk about our
family.

When he comes he likes
me to cook Christmas dinner
for him to take home.

When he came to see me I
was sick.

He stayed with me ten
days.

WHAT DO YOU LIKE?

I like myself. I'm different. I have freedom because I'm my own boss.

I like working with my cows, but it is a big responsibility. We grow all of the corn and hay for the cows.

I balance the diet so they will produce more milk.

Our cost of production is one of the lowest in the country, but our milk production is one of the highest.

Randy Taber
Tutor, Martha Betz

What is Christmas to the average person?
To the average person
Christmas is a pain!

However,
Dana
is not average.

Christmas
is a time
of giving.

Giving
is fun
when you can see
the faces of others you give it to.

You can see
the joy
in their eyes and faces.

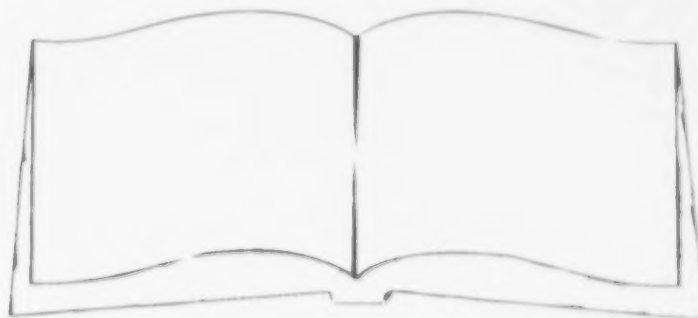
Christmas
is about helping
one another
in their time of
need.

Dana Beauchamp

BOOK SHELF

Well Caitlin got a new book shelf from Deb's mom and dad. Deb and I helped Caitlin clean up her room. We put all of Caitlin's books on new shelves. I could not believe how many books she has now. I never had a book of my own when I was Caitlin's age. She loves to read a book before she will look at T.V. and I am glad of that.

John M.





BICYCLE SAFETY *by John*



Hey! Mom and Dad, bicycling season is here now. Please look for bike riders on the road. Remember you should have a bicycling helmet on when you are riding your bike.

What you should know about bicycle safety:

- 1. Use proper hand signals for safe riding.**
- 2. Know and obey traffic signs and signals just as cars do.
They are meant for bicycles too.**
- 3. You always yield to pedestrians.**
- 4. Ride your bike with traffic at all times, you are considered a driver by law.**

Bicycle injuries and deaths can be avoided by obeying these rules.



I love hearing Cailin read
while Deb is holding her.
I listen from my chair.
I need those two a lot. They make me happy.
When I am a bear, they make me feel good.
They make me laugh when I am down.
I need to be loved by my Family all the time.
I try to be there for them when I can.
It makes things go good for us.
Love can make things go a lot smoother in life
if you let it.
You have to stop and look around to enjoy
life.
Life is a good thing to have, so you better
enjoy it when you can.
Life is too short, so you better live it for to-
day not tommorrow.

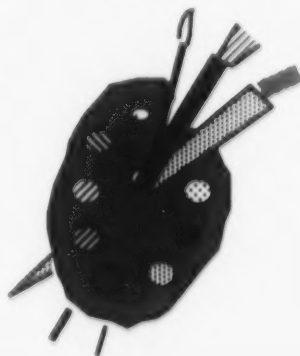
John M.

Art

I first became interested in art when it was required in school, and then I kept at it until I did more work. My Mom and Dad supported my work and they helped me get started in oils. Later on in 1982 or 1982 I took an art class outside of school. The teacher's name was JoAnn. She taught me more ideas on how to use oils in art work. I did five paintings and then I went on my own for almost seven years. But in between jobs I did as much as I could. The sail boat picture below is copied from a picture I took. It took me about two months to complete the painting. The sky took a mixture of gray, blue, black, and white colors. The water took three shades of green,, three shades of blue and white. The sailboat took blue, brown, gray, black, green, and white.

I have sold seven or eight paintings for \$80 to \$150 and up. The cost of a picture depends on the size of the canvas and the amount of oils that I useas well as the time it takes me to do the work. On most of my paintings I spend about six months. On some of my paintings I take a photograph. I try to get just the right colors and I may spend two hours on mixing just one color to make it look like the photograph I took.

D.J. Hankerd



VALENTINE'S DAY



It was last Valentine's day when I came to Jackson from Japan. On Valentine's day of last year there was a lot of snow. I was surprised, because we have very little snow in my city where I lived.

When we arrived at the Chicago airport, my husband was waiting for us with a bunch of red roses. I thought he was looking forward to seeing us. I was very tired, but when I saw him I was very happy in spite of the long trip. I thought my daughters were very happy to see their father, too.

I sent Valentine's cards to my best friends this year. We also have the custom of Valentine's day in Japan. However it is different from the American style.

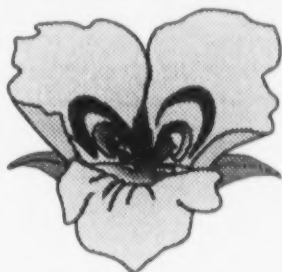
In Japan, women send chocolate to men with a message of love on Valentine's day.

The men just wait for women to give them presents. One month later, if the man can accept the woman's confession of love, the man would send cookies or white chocolate; if not the man would send marshmallow to the woman instead of cookies.

We call this day, "White Day." Recently this custom has become more popular. So women must send chocolate to not only important men, but also to men who are just like friends. We call it "duty chocolate."

I think this Valentine's day and White day are the happiest day for chocolate makers.

Ikuyo Furui



SPRING IN JAPAN

In Japan, March 3rd is called "Hina-matsuri." It is a custom for girls. We display "Ohinasama" (hina-dolls) in the home and wish for the girls to grow healthy. This is also called "momo-no-sekhu" because it is the season of peach blossoms.

In most homes where they have a young girl, they prepare special dishes for her and invite her friends to their homes.

At preschools, every student makes hina-dolls with paper clay or by painting pictures. And they sing a song of Hina-matsuri.

During the same time, the cold winter is over and people stop wearing their heavy coats.

Cherry blossoms begin to bloom. In any town or village in Japan, we can see many cherry trees. They are planted around parks, temples, and streets.

When the cherry trees bloom, we go to the popular place for flower viewing. We sit under the trees and we enjoy eating and drinking. Some people sing songs or dance.

We sometimes enjoy "Yozahura." It is a night of cherry blossoms. Cherry blossoms are in the moonlight. It is so beautiful and elegant.

Keiko Izumi

A KINDNESS OF CRANE
Japanese Old Story

Translated by Ikuyo Furui

Long, long ago, a man lived alone in his house. In winter when he went back to his small house, he found a crane. It got hurt on its foot. He put a cloth on its foot. The crane looked happy.

One day someone knocked on the door. He wondered, "Who is there?" and he opened the door. There was a beautiful lady. She said, "I am a traveler but I lost my way. May I spend the night at your house?" He said, "Yes come in," and he gave her a hot dinner. He asked her about herself. She had no home. He said, "If you want to, please live here with me."

Next day, in the early morning she got up to cook a breakfast. But there was no food to cook. She thought, "I want to give him a delicious meal." So she went to another room to weave the cloth. He got up and found there was no lady. As soon as that, she entered the room with a beautiful cloth that looked like a dream cloth. He was very surprised with it. He had never seen such a beautiful cloth. She said, "Please sell this and get some money. Please buy something to eat."

He sold it and got a lot of money. He bought some rice, vegetables, rice wine and one gift for her. That night he was so happy and she was happy to see him. She said, "I want to weave again but do not look at me. Please promise me." He said, "Yes."

And every night she wove the cloth and he sold it and got money. But three or five days later she looked so sick. He was worried about her. He wanted to look at her a little while. He was very surprised that she did not weave, the crane did it.

The crane picked her feathers and wove with them. As soon as he opened the door, the crane changed into a lady. He said, "You are..." She said, "I am the crane you helped. I want to do some kindness for you. I have one chance to change into a lady so I come here. But you see me so I can not be a lady yet. I should say good by."

And the crane flew into the sky. He said, "Do not, forget me." and he hung up the present for her. The crane came back to pick it up and flew far away.

He said to her, "Thank you very much for your kindness, I do not forget you. I will remember you forever."

He looked at the sky for a long while.

Taro Urashima An Old Japanese Story

Translated by Ikuyo Furui



Long, long ago there was a fisherman. His name was Taro Urashima. He was a nice man. He lived with his mother. She was very old.

Every day he went fishing with his fishing pole. He did not get any fish, but he did not worry about it. He loved the sea and he liked to dream while watching the sea.

One day when he went back to his house, he found some children. There were being cruel to a turtle. Taro helped the turtle and put it into the sea.

Several years passed. One day when he was fishing, he heard someone talk to him. "Hi Taro, Taro." It was the turtle he had helped. "Taro, come with me. I am going to the place under the sea. "He rode on the turtle. It was a beautiful world in the sea.

Suddenly there was a big cave. It was blinding. They went to the cave. A lady was standing there. She said, "I am the princess of the palace under the sea. Thank you very much for your help with my turtle. Please stay here and have a lot of fun. He shared funny stories with the princess and he played with some fish. Every time he ate a delicious meal. He looked so happy and the turtle was happy too. Under the sea, it was a really wonderful world for Taro. He got how many days passed since he came to the palace. Soon he wanted nothing to see, eat or have. The princess was beautiful but he was not so happy now, because he thought about his mother. ("What is she doing? Does she think about me?") He decided to go back to his house. The princess said, "You may go back to your house, but any time you can come here again. I give you a Pandora box as a souvenir. Please open it when you are worried."

Taro said, "Good bye and thank you Princess." He rode on the turtle to go back. When they arrived at the sea side the turtle said, "good bye, Taro." After that he breathed deeply and ran to his house. But there was no house. There was no mother. he knew nobody around him. He thought, "What has happened?" and he remembered the words of the princess, 'open the box.'

He opened the box, a white smoke was coming up from the box. And Taro was becoming a grandfather.

What is the matter? Why was Taro becoming a grandfather.



OMUSUBI CORORIN or The Falling Rice Ball

Translated by Ikuyo Furui



Long time ago, a poor grandfather and grandmother lived in the country. Grandfather went to the mountain to gather a lot of twigs and sold them for their livelihood. Grandmother made rice balls for her husband's lunch every day.

One day, grandfather went to the mountain as usual. Grandfather took out one rice ball because he felt hungry. At that time grandfather dropped his rice ball on the ground. His rice ball was rolling and rolling. Grandfather ran after it to catch, but his rice ball went into the hole. Grandfather sat down near the hole.

"Oh, my God," he cried. "I lost my rice ball."

After a while, grandfather would hear someone singing in the hole.

"Rice ball was dropped from the ground. Let's make 'Dango' and eat it. Let's make! Let's make!"

That song was so funny that it made grandfather dance and sing. But he slipped on the grass, then he fell into the hole.

Many mice welcomed grandfather warmly in the hole. Grandfather enjoyed his good time with the mice and he was given a "kozuchi" (which is similar to a hammer) by the king of mice.

"Thank you very much," grandfather said.

When he went out from the hole it was dark. Grandfather went back home in a hurry.

That day he couldn't sell the twigs. So, grandfather and grandmother had no food.

"What shall we do, we have nothing to eat!"

At that time, someone knocked on the door. Grandmother opened the door and found one mouse standing there.

He said "My king of mice forgot to tell you how to use a 'kozuchi' so here I am to tell. If you wish anything and swing the 'kozuchi' you can get everything which you want."

"Oh, what a wonderful 'kozuchi' this is!! We will wish for a good meal."

Grandfather swung the 'kozuchi' and then they could get a lot of food. Also they wished for money and food for other poor people.

After they got the 'kozuchi' they could live happily for a long time.

The End

A MAN WITHOUT A FACE



As a child I would spend
All the time that I could spend
Looking in the mirror
For the face that was not there

The shame and the sorrow
You've placed upon this youthful head
My eyes are like yours
A fact that I may dread

Many years I have wondered
And still do not know
How you spend your time
Or the places you may go

I know you've seen me in pictures
I've been told you see
But this only reminds me of the cruelty
You've shown to me

I know you have three others
But not like me
Where were you when they fell
And skinned their knee

And how about their birthdays
Being one never to forget
And all the material things
I haven't had yet

As a child I faced the death and reality
Of the ones who loved and cared for me
Where were you, the proud father of three

Now that I am older
And you can feel so free
To ask another all you need to know
You can't stay just a bad memory

I know I have children of my own
And I hug them tightly
And they sit upon my knee
I often wonder, how could you have left me.

Annetta Marie

1. How valuable do you feel the information presented in the workshop will be to you and your student when you begin tutoring? What would you change about the workshop?

2. Did the trainer present the information in an easy to understand manner? How did the trainer demonstrate knowledge of the subject being presented?

3. Were all your questions sufficiently answered? What further information would you like to see covered in the workshop?

4. Do feel that the materials presented in class were more than adequate, adequate, or less than adequate? Please explain.

5. Do you feel comfortable with being ready to tutor? If not, how may we help you?

BEST COPY AVAILABLE

Appendix 5

1993 Tutor Evaluation Compilation

One hundred evaluations were mailed to the tutors. Twenty-four of the tutors responded and submitted their evaluations. Their responses to the questions on the evaluation are compiled below.

1a. Based on your tutoring experiences, how would you rate the tutor training workshop?

Seven of the tutors rated the tutor training workshop as "excellent". Thirteen of them rated the workshop as "fair or good". Four of the tutors did not respond.

* Many tutors indicated that their tutor training workshop had occurred some time ago

1b. Would you recommend any changes in the training based on your experiences? Please give examples?

Three tutors recommended that there be more focus on creating and developing lesson plans. One tutor recommended that experienced tutors come to the training and share their experiences. One tutor suggested that testimonials from other tutors would "dispel possible anxieties over methods in teaching". One tutor suggested that more examples of "games" and "hands-on" teaching for phonics be shared. One tutor reported that they found the training to be overwhelming. Seventeen tutors did not respond.

2a. What materials have been most useful during the past year?

The tutors found the following materials in the following breakdown to be most useful:

Litstart (1)
Target Spelling Books(1)
Laubach (3) disliked Laubach(1)
Communication for Today(2)
Challenger Series(2)
Dictionary (1)
List of 100 Most Used Words (1)
liked workbooks and drills (1)
liked materials in general (1)

abridged classics (1)
liked adding "Phonic Skills"(1)
Focus on Phonics (1)
bring in their own stuff to work on (3)

Seven of the tutors did not respond to this question.

2b. Do you have any suggestions for new additions to the resource room?

The following is a list of the suggestions from the tutors for new additions to the resource room:

more simple dictionaries (1)
beginner arithmetic book(1)
GED materials (1)
outdoor sports books (1)
 (hunting, fishing etc.)
grammar (1)
penmanship (1)
crossword puzzles (1)
Biblical materials (1)
beginner auto & biographies (1)
 (esp. @ Elvis and country music singers)

Seventeen of the tutors did not respond.

3. Have you found the materials to be well written and interesting or would you replace them with others?

Fourteen of the tutors found the existing materials to be good. One tutor found the materials to be much improved. Two tutors complained about the difficult vocabulary in the material. One of these tutors found it difficult regarding names; the other because of difficulty maintaining interest in the material. One tutor found City Stories to be outdated. One tutor expressed a desire for stories that are less "silly", but use simple words. Six tutors did not respond to this question.

4. Has the office staff been helpful in providing materials, techniques, and advice during the past year? Do you have any suggestions for improvement?

Twenty-one of the tutors found the office staff to be very helpful. Three did not respond. None offered suggestions for improvement.

5a. Have you been able to attend any of the special workshops offered throughout the year?

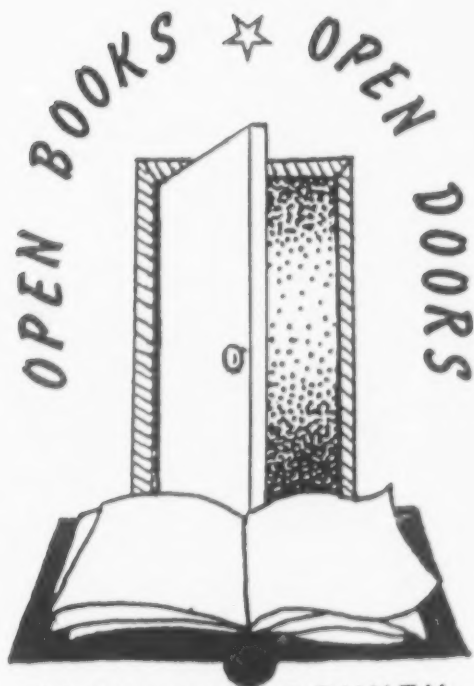
Thirteen of the tutors found themselves unable to attend any of the special workshops offered throughout the year. Three were planning to attend an upcoming workshop. One had attended a workshop. Seven did not respond.

5b. If not are the times and dates offered inconvenient?

One tutor did not want a workshop scheduled during the day. One tutor suggested that Saturday would be a convenient day. One tutor suggested that a workshop be held in October or in sync with the school year schedule. Twenty-one of the tutors did not respond.

6. Do you have any suggestions for improvement of services for support of you or your student?

The tutor who attended a workshop (see 5a.) suggested that short meetings with other tutors would be helpful. Twenty-three of the tutors did not respond to this question.



JACKSON COUNTY
LITERACY PROJECT

Tutor Handbook

Jackson County Literacy Project
244 West Michigan
Jackson, Michigan 49201
(517) 788-4317

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We would like to welcome you to the Jackson County Literacy Project as our newest group of volunteer tutors. You will be joining over 400 tutors, who have worked with over 500 adult students. Your efforts will help an adult reach their potential as a reader, an employee, and a member of society.

The Literacy Project has been part of the Jackson District Library since the beginning of the program in June of 1986. The Literacy Council has been the advisory group to the program from its inception. The Council helps to set policy and is instrumental in fund raising for new programs.

As a tutor, you will be asked to commit to time and certain responsibilities in helping us provide the best possible experience for both you and your student.

It is our hope that the tutor experience will have a inspiring and fulfilling event for all our volunteers. This handbook has been created to help with questions and provide guidelines for the all program participants.

If there are any questions about any part of the program, please call us at the office. The Literacy staff and the Library staff are here to help you.

Characteristics of a tutor

Although no specific qualifications are required to tutor in the Literacy Project, the following characteristics are necessary for a successful partnership between tutor and student, and the program.

A tutor should be:

- **Committed** to fulfilling the goals of the Project, serving the literacy needs of the student and increasing one's knowledge of the tutoring process through trainings, workshops, and events focusing on literacy
- **Patient** with the learner and the learning process.
- **Understanding** of the varying needs, learning styles of the adult learner.
- **Culturally sensitive** to working with adults of various racial, social, economic, and religious backgrounds.
- **Sensitive** to students' interests and behaviors.
- **Receptive** to varying methods and trying new materials as the need arises.
- **Enthusiastic** and encouraging at all times.
- **Respectful** of a student's opinions and experiences and of his/her desire for confidentiality.
- **Perservering**, especially when progress seems slow or nonexistent.
- **Responsive** to specific goals and objectives.

Job Description: Volunteer Tutor

A volunteer position with the Jackson County Literacy Project in which the person tutors a student in basic reading, writing, and spelling skills related to his or her goals needs and interests.

Training Requirements:

Each tutor is required to attend an intensive twelve hour workshop in which he/she will be instructed in methods and techniques for teaching reading.

Tutors are also asked to attend workshops and conferences sponsored by the Literacy Project to improve tutoring skills and techniques.

Time Commitment

A volunteer tutor is asked to commit one to two hours a week for one year to tutoring an adult student.

Program Rules

1. Tutoring sessions *may not* be held in the home of either the tutor or the student. Tutoring is done in public buildings. Violation of this policy may result in the cessation of tutoring services supplied by the Literacy Office.
2. For student requests identities should be kept confidential.
3. Changes in tutoring **day, time or location** must be reported to the Literacy Office.
4. Assignment or reassignment of students will be the responsibility of the Literacy Office only. If a student assignment is not working out, **request a change from the office.**
5. If you are no longer working with a student, inform the office within one week.
6. If a student misses three meetings without calling, inform the office. This is basis for discontinuing tutoring services.
7. If you do not meet with your student for over three weeks in a row, **call the office.**

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At the first meeting:

You should strive for a relaxed atmosphere for that first get acquainted meeting. Some tutors and students prefer to meet for a cup of coffee.

- Conversation and sharing of interests and goals will both ease the beginning nervousness and may also provide useful information.
- When you and your student meet the first time at the tutoring location, a short language experience story might be appropriate.
- Encourage your student to start a notebook or folder to be used just for tutoring. We encourage you to keep a log also.
- Restate the need for communicating schedule changes. Give your student your name and telephone number in writing now.

After the first meeting:

It is time to visit the Literacy Office and check out the appropriate materials for your student. Please call in advance to be sure a staff member is available to help. The office phone is 788-4317.

Helpful Things to Remember in Relating to Students

1. Remember, students you meet are the product of their biological makeup, the parenting they have had, their feelings about themselves and their past successes and failures.
2. We should provide opportunities for growth and offer assistance and encouragement.
3. Do not show disappointment when a student cannot complete a task successfully. Always praise for even a small part of the larger task.
4. Other ways to show praise are phrases that show you accept them as an individual; phrases that show confidence in them; phrases that focus on contributions, assets and appreciation; and phrases that recognize improvement and effort.
5. When we let people see that we pity them, they learn to pity themselves.
6. Don't be disappointed when you do not receive a thank you.
7. Don't take a bad mood personally. They probably brought it with them.
8. The key to successful learning is the emotional tone around it.

9. When we show respect and acceptance to students, we give them courage to learn.

10. Students are likely to cooperate when we tell them in advance what we expect and want from them.

11. Beware of doing something for students that they can do themselves. They feel insulted.

12. When a student feels discouraged, offer encouragement.

13. Watch out for attention breakdown. Stop! Tell a joke, take a break, change the subject, etc., then regain their attention.

14. To have someone truly listen is one of the greatest complements of all.

15. Do not use one student as an example to another. Do not compare achievements, successes or personal qualities verbally.

(A special thank you to S.H.A.R.E. for allowing us to duplicate this section.)

COMMUNITY



A Community of Readers
The Key to a Brighter Future

Checking out materials

Books and materials are located in the resource area of the Literacy Office. Books have cards placed in them. Take the card out and sign your **name and the date**. Place the card in the basket on the file cabinet. If you are returning materials place them on the file cabinet also.

Copy 5
Reading for Today 1 Student's copy

You may return the materials to the literacy office or at any library branch near you. Just write "Literacy" on a piece of paper and give the materials to the library staff person so that the books will be returned through the book run.

However, we ask that you return the books as soon as you are no longer using them. In some instances the book may be the only copy we have in the collection. Another student and tutor may have expressed interest in the topic or have a need for the information.

The materials are free but please remember that the books are shared by many tutors and students.

Support Services

A trained staff is available to help with :

- materials selection
- lesson plans
- reading methods and techniques

Periodic workshops and seminars are offered to provide on-going training in tutoring strategies and new resources. Two events offered every year are the:

Reading Rally- Fall
Reading Connection-Spring

A bi-monthly newsletter, **OPEN BOOKS-OPEN DOORS** is published and sent to your home to keep you abreast of events in the program and around Michigan.

A quarterly student newsletter, **NEW VOICES**, featuring the writings of the students of the Jackson County Literacy Project and Region 5a is published. We are always looking for new authors.

Tutor meetings are held periodically to share problems and successes with fellow volunteers. Dates, times and locations of the tutor meetings are listed in the newsletter.

Use your **LITSTART!** It is an excellent reference tool for techniques, ideas, and lists of activities.

Remember help is only a phone call away!

Literacy programs are going to have to be around for at least a generation to make any significant impact on the problem today in this nation.

Virginia Lowell

Director, Jackson District Library

"Before I got involved in the program, I didn't realize how many people have reading problems. It really opens your eyes and makes you sensitive to what some people have to deal with everyday."

*Matt Schepeler, former adult tutor
Jackson County Literacy Project*

I first started coming for help one year ago. I just wanted to learn to write. Now I work out of three books and go to adult education. I feel pretty good about myself. Thank you for giving me some self esteem.

*Cheryl Quigley
Student, JCLP*

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After the tutor training :

A student will be assigned to you as quickly as possible following the training.

1. You will receive from the Literacy Office:

- Student's name
- Phone number
- Suggested locations for tutoring

2. Contact the student as promptly as possible:

- The office will let you know if it is permissible to leave a message.
- Discuss mutually convenient times and location.
- Exchange telephone numbers and other methods of contact

3. Following the initial phone contact with the student, call the Literacy Office to:

- Inform us of the date and time of your session
- Make arrangements for the tutoring location (Rooms in the Library must be booked ahead of time, but can be reserved weeks in advance.)

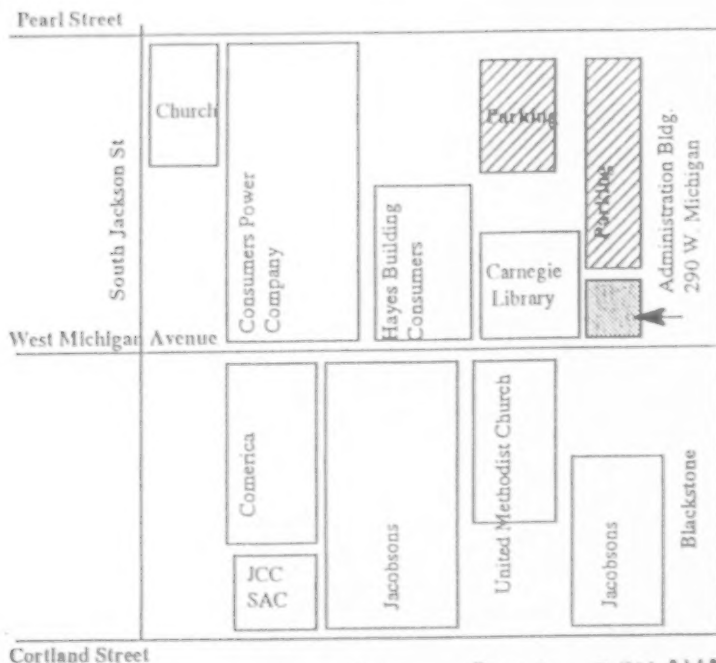
4. Call your student back to:

- Reconfirm the day, time and location.
- Stress to your student the importance of communicating

Literacy Office

All resources are located in the Literacy Office at 290 W. Michigan. This is the administration building of the Jackson District Library located on the corner of Blackstone and West Michigan. Limited parking is available at the front of the building or ample parking within the library parking lot located behind the building on Pearl Street.

Office hours are 8:30 a.m. to 4:30 p.m. Please call in advance to be sure that a staff member is available to help you select materials. The phone number is 788-4317.



Timesheets

One of the very important tasks we ask of the tutors is to turn in a quarterly timesheet. This is essential to the management of the program. We have been asked by our funding sources to provide this information in our yearly report.

You will receive a timesheet in the newsletter when it is time to report for the quarter. Please return this form promptly! The form can be mailed to the office or sent through a branch library.

Please note address and phone number changes on the form for you and your student.

1997 TUTOR HOURS		JACKSON COUNTY LITERACY PROJECT 244 West Main, in Arcene Tulacat, MI 49284
Please make name and address corrections on the mailing label. Name _____ Daytime Phone: _____ Best time to call: _____ Student's name and address: _____ _____ _____		Tutoring Location: Material Used: Comments: How could we help you?
MONTH	HOURS	
January		
February		
March		

Remember these points:

- Have fun. Humor makes any lesson more effective and can ease learning stress.
- Avoid partronizing your student. He or she is an adult with much life experience and knowledge.
- Avoid trying to impress your values and beliefs onto your student.

Remember to call the office if:

- there is any inappropriate social behavior on the part of the student.
- your student fails to show up for tutoring sessions without contacting you.
- you need assistance with lesson plans, choosing materials or have any questions at all.

If at any point during your tutoring you feel that your student is ready for a classroom situation, encourage enrollment in an adult education class. Instruction is provided free of charge to adults who have not graduated from high school. Call your local adult education program for more information on enrollment.

**Jackson County
Adult and Community Education**

Columbia: 4460 N. Lake Road, Clark Lake
Ralph Piepkow, 529-9400

Concord, 219 Monroe Street, Concord
524-6722

East Jackson, 1566 North Sutton Road, Jackson
Kevin Wiltshire, 764-2240

Hanover Horton: 10000 Moscow Road, Horton
Ann Eckert, 563-8181

Jackson: 730 Tomlinson, Jackson
Connie Dellinger, 783-5094

Michigan Center: 133 Broad, Michigan Center
764-3400

Napoleon: 4126 West Brooklyn Road, Jackson
764-0761

Northwest: 6900 Rives Junction Rd. Jackson
Nancy Hay, 569-3704

Springport: 300 West Main, Springport
Francie Novar, 857-3445

Western: 3950 Catherine, Jackson
Debbie Batchelder, 750-9155

Jackson District Library Branches

Carnegie Branch

244 West Michigan Avenue, Jackson, 788-4087

Clarklake Branch

4460 N. Lake, Clark Lake, 529-9600

Concord Branch

110 Hanover, Concord, 524-6970

Eastern Branch

3125 East Michigan, Jackson, 788-4074

Grass Lake Branch

132 West Michigan, Grass Lake, 522-8211

Hanover Branch

118 West Main, Hanover, 563-8344

Henrietta Branch

11744 Bunkerhill Road, Pleasant Lake, 769-6537

Meijer Branch

2699 Airport Road, Jackson, 788-4480

Napoleon Branch

124 South Brooklyn Rd., Napoleon, 536-4266

Parma Branch

102 Church, Parma, 531-4908

Spring Arbor Branch

107 Teft, Spring Arbor, 750-2030

Springport Branch

110 Mechanic, Springport, 857-3833

Summit Branch

104 West Bird, Jackson, 783-4030

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Appendix 6

This handbook was paid
for by a grant from the
United States Department of Education
LSCA TITLE VI



CAUTION: This product is extremely flammable. Use only with cross-ventilation.

If you know someone who can't read this sign, tell this person to call the following phone number for free one-to-one tutoring for reading and writing.

If you want to help someone learn to read, call:

Battle Creek
968-6488

Hillsdale
437-3346

Jackson
788-4317

Lansing
485-4949

YOU MAY SAVE SOMEONE'S LIFE.

Donated by: **American**
FEDERAL CREDIT UNION

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It's All
at the
Jackson
District
Library



And More!

What does the Jackson District Library offer new mothers?

There are thirteen branches of the Jackson District Library located in the communities of Jackson County. There is probably one near you. The Library has books, magazines, videos, books on tape, programs and services for you and your baby. The Library is a free service to residents of Jackson County. All you need to sign up for a card is two pieces of identification with your current address.

Services

The following services are offered to patrons:

Reference: Quick information by telephone is given by our staff of professional librarians. If you need information about childhood diseases, the reference department would be a good resource.

Children's Programming: During the Spring and Fall of each year a storytime for 2-7 year olds is offered. A Summer Reading Program is offered for 3 to 14 year olds.

Literacy Program: If you want to improve your reading and writing skills, a volunteer tutor is assigned to work with adults one-to-one at a convenient community site.

InfoTrac: You can check on some of the latest articles on infant and child care by using our CD ROM reference tool.

CHECK OUT THE FOLLOWING MATERIALS WITH YOUR LIBRARY CARD.

Magazines and Newspapers

You can read the latest articles on child rearing, child care and children's activities from magazines such as:

Building Blocks
Children's Playmate
Cobblestone
Copycat Magazine
Family Circle
Five Owls
Good Housekeeping
Highlights
Jack and Jill
Kid City
Kid's Discover
Kidstuff
Owl
Pack-O-Fun
Parents
Ranger Rick
Redbook
Woman's Day

Books on Tape

Books on Tape are easy to listen to as you and your baby spend your day together. A tape you can check out on the subject of child care is:

Let Love Rule by Lenny Kravitz

Books

You can get books on child care, child rearing and infant care at the library. Here are some book titles that might interest you as a new mother:

Infants and Mothers: Differences in Development by T. Berry Brazelton

Working and Caring by T. Berry Brazelton

Your New Baby Everything You Need to Know by Michael Krauss

Now that you've had your baby: how to feel happier than ever after childbirth by Gideon G. Panter and Shirley Motter Linde.

Caring for the Baby by James W. Partridge

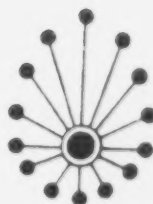
Dr. Spock's Baby and Child Care by Dr. Benjamin Spock

The Library also has videos that feature child care, for example:

Baby Basic-video
Child care-Video
Journey Into Life-video

Come to the
Jackson District Library
for
Information
on

*Infant and childcare
Children's Books
Children's Programming
Adult Reading Improvement
Reference*



Libraries
are for
Life-long
learning!

Branch Directory

Carnegie
244 West Michigan
Jackson, MI 49201 788-4087

Clarklake
4460 North Lake Road
Clarklake, MI 49234 529-9600

Concord
110 Hanover Street
Concord, MI 49237 524-6970

East
3125 East Michigan
Jackson, MI 49201 788-4074

Grass Lake
130 West Michigan
Grass Lake, MI 49240 522-8211

Hanover
118 West Main
Hanover, MI 49241 563-8344

Henrietta
11744 Bunkerhill Rd
Pleasant Lake, MI 49272 769-6537

Meijer
2699 Airport Rd
Jackson, MI 49201 788-4480

Napoleon
125 South Brooklyn Rd
Napoleon, MI 49261 536-4266

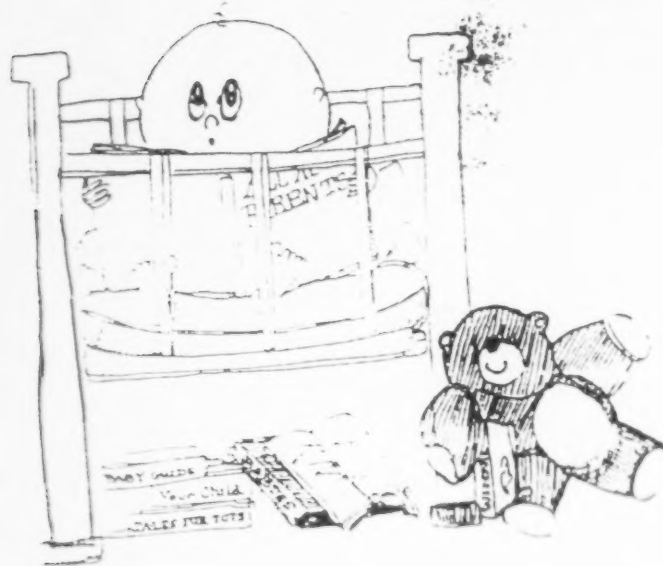
Parma
102 Church Street
Parma, MI 49269 531-4908

Spring Arbor
107 Teft Rd
Spring Arbor, MI 49283 750-2030

Springport
110 Mechanic
Springport, MI 49284 857-3833

Summit
104 Bird
Jackson, MI 49203 783-4030

Babies and Books



Reading tips
for parents

105

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Dear New Parent,

Do you know who is going to be your new baby's first and best teacher?

No, it is not the kindergarten teacher or the third grade teacher. You will be the first and best teacher of your child.

"How can I be a teacher?"

Each day you will help your child learn by talking, reading and playing with your baby. As the child gets older, you will take your child to the park, a zoo, a museum or the library. By taking your child new places you will expand his or her world.

Helping your child learn is the best thing you can do as a parent. The more a child learns at an early age, the easier it is to learn more later when your child goes to school.

This booklet gives you tips to help your child learn. Remember that the first and best teacher in your baby's life is you.

1.

When your baby is less than 1 year

Your baby will learn:

How to focus his or her eyes and follow a moving object.
Notice if things are the same or different.
How to make sounds.

This is what you can do:

Talk to your baby as you feed, change, give the baby a bath and dress him or her. It doesn't matter what you say as long as the baby hears the words. Babies need to hear sounds to learn to talk.

Sing to your baby, let your baby hear different sounds.

<i>Down by the station</i>	<i>(Clapping baby's hands</i>
<i>Early in the morning</i>	<i>together)</i>

<i>See the little puffer-</i>	<i>(Moving baby's hands back</i>
<i>bellies all in a row.</i>	<i>and forth).</i>

<i>See the little driver</i>	<i>(Have baby's hands make</i>
<i>pull the little handle.</i>	<i>pulling motions)</i>

<i>Toot-toot, puff-puff,</i>	<i>(Move hands far apart)</i>
<i>off they go!</i>	

Play with your baby and let your baby play with toys that have different shapes and feel, like teddy bears and rattles.

2.

Read to your baby. You can read greeting cards, the newspaper, or even the cereal box. It doesn't matter what you read as long as the baby hears the sounds of the words.

Show your baby picture books. Point to the pictures and say the name of the object. Let your baby feel the book.

Cloth Books

Your baby's first book may be a cloth book. A cloth book can be tasted but not pulled apart. They are simple books. They are more of a toy than a book. Make sure all your baby's cloth books are soft, non-toxic and washable.

Board Books

In your packet is a board book.. A board book is easy for your baby to hold. It has bright pictures. The board books will help your baby learn names of objects.

Suggestions for cloth and board books:

Baby's First Cloth Book by George Ford.

Spot's Toys by Eric Hill

Playing by Helen Oxenbury

The Pudgy Books by Grossett and Dunlap

When your child is 1 to 2 years old

Your child will begin to:

- Use his or her eyes and hands together.
- To remember how things are put together.
- To say the names of things.
- To use short sentences.

This is what you can do:

Use fingerplays to play with your child

Bears Everywhere

- Bears, bears, bears everywhere (Point with index finger)*
- Bears climbing stairs (make climbing motion)*
- Bears sitting on chairs (sitting motion)*
- Bears collecting fares (pretend to accept change)*
- Bears washing hairs (rub fingers in hair)*
- Bears, bears, bears everywhere! (point)*

Play clapping games:

Monkey See, Monkey Do

- When you clap,clap, clap your hands (clap hands)*
- The monkey clap,clap, claps his hands (clap hands)*
- Monkey see (shade eyes with hands)*
- Monkey do (repeat first motion)*
- Monkey does the same as you. (Point to child)*

[Repeat with "stamp,stamp,stamp your feet . . ."

"jump, jump, jump up high . . ."

"make,make, make a funny face . . ."

"turn, turn, turn around . . .?]

Teach your child the difference between :

Up-Down

In-Out

Above-Below

"I will pick you *up* !" "We will go *out* the door."

Read picture books and beginning word books to your child. Ask the child to repeat the names of the things on a page. Remember to make it short. A toddler's attention span is very limited.

Say the name of things your child plays with or sees everyday. Ask your child to repeat them after you.

Give your child a set of blocks or sponges to stack and knock over. This helps to the child to use its hands and eyes. Mixing bowls and measuring cups are good toys to teach big and small and stacking.

Suggestions for books for toddlers:

Blue Hat, Green Hat by Sandra Boynton

Good Morning, Baby Bear by Eric Hill

Moo, Baa, La-la-la by Sandra Boynton

Max, the Music Maker by M. Stecher and A. Kandell

Pat the Bunny by Dorothy Kunhardt

Tomie De Paola's Mother Goose illustrated by Tomie De Paola

When your child is 2 to 3

Your child begins to learn:

Shapes and colors
To name objects in pictures
That words can be written

Your child wants to know about the world around him or her. The child is also very self centered often saying "me" and "mine".

This is what you can do:

Use fingerplays to help the child learn who he or she is:

I have a Nose

*On my face I have a nose, (point to nose)
And way down here I have ten toes. (point to toes)
I have two eyes that I can blink. (Blink eyes)
I have a head to help to help me think. (hands on head)
I have a chin and very near, (point to chin)
I have two ears to help me hear. (Hands one ears)
I have a mouth with which to speak, (point to mouth)
And when I run I use my feet. (tap feet on floor)
Here are arms to hold up high, (arms held high)
And here's a hand to wave good-bye. (wave)*

Use a game to help your child name the colors of :
his or her clothing
toys
crayons
items in the home.

Help your child name shapes:

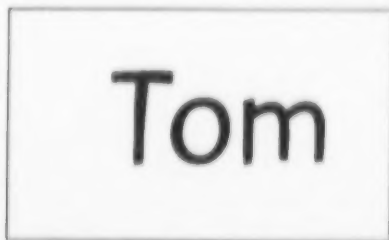
Boxes: squares and rectangles

Bowls: circles

Buy simple puzzles. Or make a puzzle by pasting a picture on cardboard and cutting it into big pieces.

Write the words of items in the home and put them on the object. Write "bed" and tape it to the bed in the child's room.

Let the child color or draw on paper. Let the child see his or her name written on paper.



Remember to make the learning fun no matter what the age.

Suggested books for 2-3 year olds:

The Very Hungry Caterpillar by Eric Carle

Have You Seen My Duckling by Tafirol

Noisy Nora by Wells

Is it Red? Is it Yellow? Is it Blue? by Hoban

Pig Pig Grows Up by David McPhail

Suggested bedtime reading:

Goodnight Moon by Margaret Wise Brown

Ten, Nine, Eight by Molly Bang

When your child is 4 to 5

Your child begins to learn:

To tell you what is in a picture

To tell a story back to you

The order things happen

Numbers

To understand and talk about ideas like

in and out, up and down, big or small

This is what you can do:

Give your child books about numbers:

1,2,3 by Tana Hoban

1,2,3 to the Zoo by Eric Carle

Numbers of Things by Helen Oxenbury

Give your child books about ABC's:

The ABC's of Cars and Trucks by Anne Alexander

26 Letters and 99 cents by Tana Hoban

Play counting games:

1,2,3,4,5

I caught a fish alive.

6,7,8,9,10

I let him go again.

Read to your child and point to the words as you read. Let the child tell you what is going to happen next in the story. Have the child tell the story back to you.

Rosie's Walk by Pat Hutchins
Gingerbread Boy
The Three Bears

Take your child to lots of places, such as :

the zoo
the park
the library
the bookstore
the museum

Talk about the things you see at these places. Tell your child the names of things. Ask your child questions about the visits.

Don't let the TV be a babysitter. Ask your child questions about what he or she is watching. Better yet, watch TV with your child.

Suggestions for Reading:

Best Friends for Frances by Russell Hoban
Caps for Sale by Esphyr Slobodkina
Deep in the Forest by Brinton Turkle
I Was So Mad! by Norma Simon
Ira Sleeps Over by Bernard Waber
When the New Baby Comes, I'm Moving Out by Martha
Alexander
Will I Have a Friend by Miriam Cohen

Visit the Library

You can get many of the books mentioned in this booklet at your local branch of the Jackson District Library.

A Library card is free to residents of Jackson County. You need two pieces of identification that shows your current address.

Children can also get a library card. When you sign up for a card, your child can too.

Children's Books

You can get help selecting books in the Children's area of your library. Ask the librarian for tips on reading with your child or games to help your child learn.

Pre-School Storytime

There are special programs for children at the library. Each year in the Fall and Spring, a storytime is offered. Children, two to seven years old, are invited to come and hear stories. All children must be accompanied by an adult.

Summer Reading Program

During the summer there are activities for children from ages three to fourteen at the library. Special programs with stories and activities are featured. Often there is a special guest author or storyteller. Prizes are given for the number of books a child reads or listened to at home.

Literacy Program

There is a free reading program at the library for adults who want to improve their reading skills. A volunteer tutor will meet with an adult once a week at the library or community center near you.

You can check out books and bring them home. You can read books to your child and read books yourself. Showing your child that reading is important to you will help the child in learning how to read.



11.

Story time at home

Set aside a time each day to make reading a family event. Many families do this at bedtime, but anytime for reading is all right.

You might ask the child to read to you as you cook, or do laundry. If you can't sit and read a book to the child, tell a story.

If you do not have much time for a story; use poetry. The verses are short but it is important to take the time.

Keep reading materials around the house. Second hand books can be purchased at rummage and garage sales to stretch your book budget.

Place the child's books where the child can reach them. Put them on a low shelf or even a basket.

Let your children see you reading books, magazines, and newspapers. Talk about what you read and why you like to read.

Give books as gifts. This lets your child know that books are special.



12.

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Credits

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Jackson County Literacy Project, Jackson District Library

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services, and the Jackson District Library Staff for advice
and support.

Appendix 9

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READ
ABOUT IT!
ALL

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READ

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On the cover

In a photo illustration by Jason Burfield, Meghan B. Lorr, 4, left, and her sister Greta, 2, listen as their brother Kenneth reads to them in their Jackson home.

Problem with solutions

From the publisher . . .

We are proud to offer our readers "Read all about it," a special section in honor of International Literacy Day on Wednesday.

This publication, and others offered through the Newspaper Association of America Foundation, are part of an effort to celebrate the joy and value of reading.

Unfortunately, many Americans never experience the wonder of reading.

One in five Americans find it difficult — if not impossible — to read a newspaper, a soup-can label or simple instructions.

Without reading skills, those people often are unable to vote, get jobs or help their children with school work.

Perhaps most upsetting is that the number of people who cannot read may be going up. A national study, to be released Wednesday, includes the latest literacy figures, which researchers say will be a "bombshell."

Within this section, you will find:

• Stories outlining the programs in Jackson County designed to raise the literacy rate;

• Articles highlighting the successes of the programs and the fun of reading;

• Suggestions covering what you can do to help people to read.

Also included is a story for you to read aloud to your children. It

is our belief, as well as the belief of many experts in the reading field, that the best way to help your children become good readers is to read to them at an early age.

We hope you enjoy the articles in this section. But, most importantly, we hope you will learn how to help others read all about it.



— F.F. "Bark" Brainer
Publisher

Price of illiteracy in U.S. is in billions

By Sharon Jefferson

Special Writer

Some of the most clever actors in the world are illiterate.

They spend their lives pretending they can read. They avoid writing or reading by faking a sore arm or claiming they left their glasses at home.

Some people who cannot read are not good actors, and their poor reading skills make them unemployable.

They often wind up on welfare or in the penitentiary.

The latest figures on illiteracy in the United States are to be released Wednesday, but at least 23 million are unable to read, said Joy Rosynek, director of Jackson County Literacy Project.

The price of illiteracy is high. American taxpayers pay \$12.6 billion annually for public assistance and the incarceration of people unemployable because of illiteracy, and another \$237 billion in unrealized earnings, literacy experts say.

Computing the number of people in Jackson County who cannot read is difficult.

But "22 percent of the adult population over 25

do not have a high school diploma," Rosynek said.

A diploma, however, does not necessarily mean a person is literate. While many of the students being tutored through the Literacy Project are poor and are high school dropouts, the program has seen its share of college graduates.

"Illiteracy crosses social lines," Rosynek said. Often, non-readers are people who entered the school system at a disadvantage. Their parents had poor reading skills and did not read to them or teach them the alphabet before they enter kindergarten.

Some have undiagnosed learning disabilities, and others fall behind if their families move frequently.

Learning to read does not get easier as an adult. Adult students cope with family and job obligations, but their biggest obstacle is facing the insecurity that comes from years of not being able to read.

The adult has so many failures in their way. They say, "I must be stupid because I can't do this and everyone else can," Rosynek said.

Desire is the most important factor in learning to read at any age, she said.

"If you have someone truly motivated, nothing stops them."

READING TAUGHT HERE

Several programs help boost literacy in Jackson County.

■ **The Literacy Project:** About 100 adults who read below the eighth-grade level are paired with volunteer tutors. Students range in age from 17 to 63; volunteers range from 22 to 85. The program has been operating since 1986 by the Jackson District Library and is free. For help, call 788-4317.

■ **Project Success:** About 75 to 100 first- through third-graders at Allen and Northeast elementary schools participate in a program sponsored by the Jackson Literacy Council. Twenty-five tutors from the Junior Welfare League will be at Northeast Elementary School this fall, while the Partners in Education program will continue to have trained tutors see students at Allen.

■ **Christian Community Development Program:** Residents and Spring Arbor College students tutor about 75 pupils at the William E. Elementary School after classes. Pupils are placed in the program at the discretion of teachers and parents.

■ **Methodist Children's Home Society:** Volunteers from First United Methodist Church tutor 20 second- through fourth-graders twice a week at McCulloch Elementary School. The program is paid for through a grant from the Methodist Children's Home Society.

Illiteracy defined

You need help understanding written words

By Linda Tien

Special Writer

When it comes to defining illiteracy, there are no hard and fast rules.

The term has been used to describe an array of people, from those who have trouble writing their own names to those who have difficulty reading written materials like lease agreements and newspaper articles.

Joy Rosynek, director of the Jackson County Literacy Council, said her agency considers someone illiterate if once during the day he or she must have someone interpret written information, whether it's on a cereal box, a contract or a street sign.

"Litstart," a handbook published by Michigan Literacy Inc., offers a sampling of definitions of literacy.

• Historically, literacy has been defined as being able to sign one's name.

• The United Nations Education, Scientific and Cultural Organization (UNESCO) in 1951 determined, "A person is literate who can, with understanding, both read and write a short, simple statement on his/her everyday life."

• Since World War I, the U.S. military has considered completion of the eighth grade a sign of literacy.

• The U.S. Census Bureau in 1979 said a

person was literate if he or she had completed six or more years of schooling.

But to someone with a reading problem, such definitions are irrelevant.

"Someone who has a reading problem knows they have a reading problem," said Rosynek. "I don't think they need to look for any signs. They know."

"Litstart" also outlines various reading problems which can hamper the reading efforts of both adults and children.

Learning disabilities are associated with the way the brain processes information. People with learning disabilities may have trouble keeping their place on the page, understanding what is read, forming letters and recalling what is read.

Dyslexia is a type of learning disability that causes written words to appear scrambled. Other hindrances to reading are hearing and vision problems.

Adults and children who suspect they have a learning disability or a hearing or vision problem should be checked. "The problem can't be overcome until it's identified," said Rosynek.

You can check out "Litstart" from the Jackson District Library, or buy a copy for \$11.95 in the Literacy Council office, in the office next to the downtown branch.

Babies not too young to appreciate reading

By Sharon Jefferson

Special Writer

Why can't Johnny and Mary read? It's probably because their parents can't.

Breaking the cycle of illiteracy begins when the child is in the cradle.

Jackson County has several programs, coordinated by the Jackson County Literacy Project in conjunction with the Jackson District Library, that help parents instill an early love of reading in their children.

Through Books For Babies, every baby born at Fostle Hospital receives a book. And the child's parents receive a booklet suggesting books and activities appropriate for each stage of a child's development, from infancy to age 5.

"Parents get an application for a library card and information about the library system and its resources," said Mary Beth Reilly, Foster's community relations spokeswoman.

Head Start also believes reading must be a family affair.

Even parents with poor reading skills can help their child become more literate, said Mary Cunningham DeLucia, Head Start's volunteer specialist.

It's as easy as keeping books and magazines in the house. She also suggests that parents who cannot read use picture books.

"You make up the story and they (children) won't know the difference. The important thing is you're showing them a book and that reading is important."

Head Start, operated by the Region II Community Action Agency, offers the Read To Me program, made up of three workshops that get parents actively involved in their child's education.

In session one, a reading specialist explains how children learn to read and provides a reading activity parents can do at home with their children. During the second session, both parent and child take a trip to the library.

In the third session, parents are encouraged to attend adult education programs.

Another program, Project Success, provides individual tutoring to Allen Elementary School second- and third-graders who read below grade level.

A similar program, funded by the Jackson Junior Welfare League, will begin this fall at Northeast Elementary School. It will focus on fourth- and fifth-graders.

Learning and succeeding

Ability to read enabled mom to help kids

By Sharon Jefferson

Special to Writer

The best compliment Cheryl Quigley ever heard was when classmates told her she had nice handwriting.

More than a year ago, the 30-year-old single mother of three could barely print her name.

Until about three years ago, she avoided writing. But then she became epileptic and had to fill out complicated disability forms.

"They don't take too lightly when you say you can't write," Quigley said. "I'd throw an 'X' on there if they kept demanding I do it in writing."

At a Head Start class for stressed-out mothers, Quigley learned where to go to learn to write and improve her reading skills.

"I didn't know there was help for a long time," Quigley said.

The two and a half years she was tutored through the Jackson County Literacy Project were trying at times.

"It's a slow process, and I wanted everything to happen right away," she said.

The tutoring helped Quigley perfect her penmanship; she now writes in cursive. Her writing and reading skills improved so much, her tutor recommended the advance to Jackson Public Schools' Adult Education Program for classes that prepare for a GED program.

Now she makes sure her two daughters, ages 14 and 12, and her son, age 8, are doing their homework.

Before Quigley learned how to read, "My oldest one did a lot of laughing. She would say, 'I can do this and you can't.' It made me feel dumb," she said.

Now her youngest child is reaping the benefits of her newly acquired skills. He earns A's and B's

"It's a slow process, and I wanted everything to happen right away."

Cheryl Quigley

in school.

"I can help him with his math, reading, English and spelling," she said. "I couldn't help the other girls at all."

She did not have the advantage of getting help with her school work from her parents, who she said were poorly educated.

During her school days she said, "Schools let you slide. They didn't force writing."

When she left school in the 10th grade she had two children and was failing in her courses. Before going on disability, she lived on public assistance.

Quigley said she does not have a learning disability, but so far as school work was concerned, "It just didn't sink in. It was hard for me to learn."

The '90s and '100s she has earned in Adult Education classes have given Quigley confidence.

"I'm with people more often now. Before I just stayed at home," Quigley said.

"You don't want people to know how slow you are and if you're around them they're going to find out."

As education, she said, "helps you be more comfortable around people."



Cheryl A. Quigley of Jackson has learned to write and improved her reading skills through the Jackson County Literacy Project.

35-year-old determined to improve skills

By Eric Jorgensen

Staff writer

Jim Porter's motivation for learning to read better is a simple — but delicate — combination of frustration, desire to improve himself and practical needs when looking for a job.

The 35-year-old moved to Jackson from Toledo nearly seven years ago and obtained a job at Foote Hospital, where he worked for 4½ years.

But a disagreement at work left him without a job.

"I'd go into places to apply for a job and ask them if I could take

the application home to fill it out," Porter said. "I could read the words, but I couldn't spell, and I had trouble filling out the applications."

It became evident that employers weren't taking Porter seriously. He said they often wondered why he needed to take the application home.

"I was frustrated," he said. In September 1991, Porter sought help from the Literacy Council, which provides free tutoring to adults with reading problems.

He was paired with a trained

tutor, but sometimes Porter has been frustrated because his progress has been slower than he expected.

Six months ago he was laid off from a job at Elm Plating Co. and is still looking for work. During the job search, Porter has stopped meeting with his tutor.

"I'm planning on finding a job first," he said. "I want to continue in the program, but it's not going to pay the bills."

But Porter said he will return to the literacy program.

"I'm going to keep trying. I'm not going to give up," he said.

"The day I give up is the day they stop me asking."

Porter was named the outstanding student in the county literacy program during 1992, largely because of his upbeat attitude.

"He's always motivated," said Joy Roysack, literacy program coordinator.

In some ways, Porter fits the stereotype of a non-reader: He left home at age 16 and his mother once told him "you're not college material" after an older brother moved college.

But Porter was not a high school dropout.

He left a Toledo high school — with a diploma, but serious deficiencies in reading and writing.

"I slid right through the system," he said. "Sometimes I ask myself, 'How could this have happened?' It's almost like I had them baffled."

Porter knows, however, that he didn't graduate with good reading skills.

He can follow the words, but he doesn't always comprehend what they mean.

"It's like 10 minutes after I read something, all I hear is

Helping



Tutor training includes role playing situations between tutor and student. Trainees Dorothy Murray, left, and Julie Walz, far right, get some tips from trainer Kim Horton. The next 12-hour training session, held over four days, starts Sept. 14.

Tutor: Student's smile is reward

By Sharon Jefferson

SHARON JEFFERSON

For 20 years, Jim Kappler was a teacher and an educator. Today, he is a travel agent with Lee Bibebe Travel, 405 S. Jackson.

He enjoys running into his former students. But he is troubled to see that those students who fell behind academically now struggle as adults in the job market because of poor reading skills.

"They are working in low-paying jobs. They are the last hired and first laid off when there is an economic problem," Kappler said.

But it was this awareness that led Kappler to become a tutor with the Jackson County Literacy Project about 18 months ago.

Kappler breaks away once a week from haggling over air fares and scheduling Caribbean cruises to tutor.

In addition to teaching grammar, spelling and word definitions, Kappler said he tries to teach practical reading skills: how to read restaurant menus and road signs.

Books with "See Spot run" do not hold an adult's interest, so Kappler uses Literacy Project books written for the adult reader. He and his student also practice reading aloud.

Keeping his student motivated is one of his biggest challenges. Often students reach a learning plateau, where they believe they cannot absorb any more material. Kappler helps his student overcome these down times by making sure to acknowledge even the smallest of accomplishments.

"You have to praise. You have to be positive," he said.

If his student does something he was not able to do the week before, Kappler lets him know.

"I try to find a way he can walk out the door feeling good about himself."

Sometimes there are frustrations in tutoring a working, active adult, Kappler said.

For even the most motivated students, life's circumstances make learning to read a second priority.

"You have to be able to accept that they won't be able to complete assignments, because the lawn mower broke or someone is sick," he said.

But his reward comes from "watching the person I tutor smile and say 'Now I can do this.'"

How long will Kappler tutor his student?

"When the student feels it is not necessary anymore, then it's not."

No degree required

Tutors need patience, commitment to work with adult students

Article / Sharon Jefferson
Photos / Marcia Butterfield

A master's degree in education is not required, but a bachelor's in patience and a doctorate in commitment doesn't hurt.

The Jackson County Literacy Project needs volunteers with these credentials to tutor 100 students who cannot read.

Tutors are asked to commit one to two hours a week for a year tutoring an adult student in reading, writing and spelling.

The volunteer tutors are trained in an intensive, 12-hour workshop.

Additional workshops and conferences sponsored by the Literacy Project are held throughout the year to improve tutoring techniques.

The training sessions also teach tutors how to best relate to their adult students. Tutor-in-training Linda Leigh learned she must appreciate the cultural differences and life experiences of each student.

"They're very intelligent people who for some reason or another haven't developed their reading," she said during a break in her tutoring training session Aug. 18 at the East Branch of the Jackson District Library.

"I'm opening a door for me, and they are opening one for me," said Leigh, who has a bachelor's degree in food service management.

Dorothy Murray, who moved

to Jackson from Pittsburgh a year ago, decided to become a tutor to help a friend learn to read. She also learned from the training sessions.

"It (tutoring) takes a lot of patience. You have to praise them and get to understand them."

Tutors are warned that praise is not always followed by a thank you. There will be times when students become discouraged or it just is a bad mood over something else wrong in their life.

Tutors are taught not to take it personally, to use humor to ease tension.

Murray frets about whether her student will meet his goal.

But Literacy Project Director Joy Rosynek reminds tutors, "You never have a failure. The students always take away more than what came with."

Once trainees become tutors, they and their students are required to keep logs of their progress. The tutoring is done in a public place to put the student in a learning mind-set, Rosynek said.

"A home is not conducive to study. You have the phone ringing. There are people in another room watching television."

Some students have not told their families they cannot read and want the privacy of studying away from home.

"I have someone driving 20 miles because they don't want anyone to know," she said.

The Literacy Project recruits



Trainee Dorothy Murray works at a recent tutor training session sponsored by the Jackson County Literacy Project.

up to 16 volunteers for each of the four training workshops held annually.

The next training is scheduled for Sept. 14, 16, 28 and 30 from 6

to 9 p.m. at the Woodville Community Center, 3950 Catherine.

Register for tutor training by calling the Jackson County Literacy Project, 788-4317.

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Making a difference

Understanding problem first step

Let non-readers know subtly help is available

Articles by Linda Tien
Special Writer

When Joy Rosynek mentions that one out of five adults suffer from illiteracy, she often receives disbelieving stares.

"We call illiteracy the hidden illness," said Rosynek, Jackson County Literacy Council director. "You can walk around with it and go about your business and no one knows you can't read."

Understanding the depth of the illiteracy problem is one of the first steps society can take toward helping alleviate it, say Rosynek and others who have dealt with the issue first-hand.

Laura L. Pryor, marketing director for American Federal Credit Union in Jackson, was shocked a couple years ago when she first learned the depth of the problem.

She was at a large local company signing people up for the credit union's payroll-deduction plan. When applicants were asked to fill out a simple form with their name and address, she noticed some of them copying the information from their driver's licenses, letter by letter.

"A number of them actually said they didn't know how to read and asked for help," she said. "Others just toiled through."

At Pryor's urging, American Federal Credit Union has become an active supporter of the Jackson County Literacy Council, donating money and marketing support. In addition, Pryor is a member of the council's board.

Internally, the credit union has developed ways to help customers with reading disabilities.

For example, when somebody comes in to apply for a loan and appears to have trouble filling out the application, credit union em-

ployees are quick to help.

"A lot of times people will say they forgot their glasses, but you can tell," said Pryor.

"So if somebody says they're having trouble filling it out, we immediately take care of it for them without making it a big deal."

At Industrial Steel Treating in Jackson, employees with reading problems are referred to local agencies for help.

"We let them know what their options are," said Sharon L. Wallace, executive assistant at the company. "And they certainly have continued employment, we assure them of that."

Wallace, a member of the Jackson County Literacy Council board, said that the current shift in management styles at many companies may have a positive effect on workplace illiteracy.

"The whole work-force style is changing," she said. "There's a lot of preventive maintenance type of work going on between employers and employees."

"I think it's possible that more employers are aware of it and are helpful and encouraging."

An individual's self-esteem must be taken into consideration when it's a friend or relative who has illiteracy, said Rosynek, who does not recommend confronting the person point blank.

"Would you like someone to walk up to you and say, 'You're limping, you must need a cane?'" she said.

When someone suspects a friend or relative has a reading problem, Rosynek suggests they drop information about the Jackson County Literacy Council into a conversation.

"Just let people know we're here," she said.



Laura Kataraky, 9, of Jackson checks out 16 books at the Jackson District Library on Friday. Her mother, Nancy Kataraky, background, brings her children to the library about twice a month. Experts say parents who encourage their children to read have children who are good readers.

Ask teacher questions about child's reading

Parent-teacher conferences can be a value source of information about your child's reading.

Joan Irwin, director of publications for the International Reading Association, suggests asking these questions:

• What does my child like to read in school?

• What's available for my child to read at school? Does he make good use of his choices?

• At home, my child likes to read — Does my child talk about what she's reading at home when she's at school?

• When she's reading, what comes most easily for my child?

• Does my child need help with reading? What kind of help?

• What are the three or four ways I can help my child with reading?

• Are there specialists in school who can help my child? What makes the arrangements for these specialists? How will I learn about my child's progress?

• Can you give me a list of books or other reading materials I can help my child find at the library?

Instill in child love of reading

Perhaps the best way to solve the problem of adult illiteracy is to make sure reading problems are solved in childhood.

Joy Rosynek, director of the Jackson County Literacy Council, strongly urges parents to keep tabs on a child's reading skills by consulting with teachers.

If a child falls behind in reading, Rosynek said someone must spend extra time working with the child.

"If a parent is not available, that could be a grandma, aunt or neighbor," she said.

It's also important to emphasize the value of reading around the home. Simply reading to the

child is an excellent way to instill a love of the written word.

"If a parent spends time with a child reading, usually that child does much better in school," said Rosynek. "Read to them and show them that you like reading. Explain to them what you do at work and let them know how reading fits in."

Because a child who reads poorly is at risk of becoming an illiterate adult, Rosynek stresses the importance of addressing reading problems immediately.

"It's easier to address problems in children than in adults," she said. "Adults have so many years of failure to overcome."

Reading stars

Tell us why, what, where you read

Michelle Engler

Michelle Engler, an attorney and wife of Gov. John M. Engler, said she was reading even before she started school.

"I was always late for school and for church because I had a book in my hand when I was supposed to be curling my hair," she said.

She still carries a book with her wherever she goes, even to the Republican Convention in Houston last year. At that time, she was reading "Restoration" by George Will, about term limitation for legislators.

Her favorite book? "Schoolchildren ask me that all the time," she said, and her answer is usually the book she's reading or the last one she read. Her interests vary widely.

"I like (James) Michener," she said. "For something a little lighter, I like historical fiction. I also enjoy reading



about police investigations and trials. True cases, like Vincent Bugliosi the man who tried Charles Manson.

"Right now I'm reading 'Women Who Run With the Wolves.'"

While she reads whenever she can, Engler says, "I'm not as bad as my husband, who used to read when he was driving."

Tony Dungy

Tony Dungy, the Parkside High School football star who went on to play professional football and now coaches in the National Football League, doesn't have a lot of time for reading anything but sports books these days.

But he tries to make some time for his favorite book — the Bible — every day.

"There's so many stories in there that apply to everyday life," he said.

His favorite commercial author is Alex Haley, he said, and he particularly enjoyed his biography of Malcolm X.

"It was very enlightening to me about the '50s and '60s," he said. He was too young in those days to recognize the historical aspect of some of the events happening around him.



Dungy, who is defensive coordinator for the Minnesota Vikings, played for the Pittsburgh Steelers, San Francisco 49ers and the New York Giants before going into coaching, first at the University of Minnesota, then with the Steelers.

Robert Johnson

Jackson Police Chief Robert Johnson didn't have to think at all about his favorite author.

"Stephen King. Everything he's written," was his quick response to the question.

Why? "I like his blend of the macabre, but I also think he has a keen observation of human nature and human frailties," Johnson said. "In most of his books, good triumphs in the end."

Browsing in bookstores is one of Johnson's favorite pastimes, he said.



Margaret Pyciak

Margaret M. Pyciak, a retired Jackson teacher and principal, said reading is simply part of her life.

"I read everything I get my hands on," she said.

"I've read all of (James) Michener's books. The way he writes is something you can dig your teeth into. You don't want to get to the end. I also like books on history. It refreshes your mind."

The Civil War is a particular interest to her.

Now she's reading about careers, for a Business and Professional Women's Club program for girls about career choices.

"Reading is so important," she said. "I feel so bad when I hear someone say they don't like to read."

Besides the joy of reading, she believes it has medicinal value. "When you're very tired or emotionally upset, take a book and get away. It's great therapy."



Tom Stobie

Tom Stobie, Jackson High School principal and former football coach, says the strangest place he ever sat down with a book could have landed him in trouble if he'd been caught.

"It was in the fantail of a U.S. Navy supply ship in the Tonkin Gulf," he said.

He was on watch, which made reading off-limits. But the lover of books couldn't resist taking along the tale he was reading, to keep himself awake and alert.

Stobie still reads whenever and wherever he can. This summer he started reading John Grisham's books about lawyers, and he read for the first time, and loved, Pat Conroy's "Prince of Tides."

"I enjoy John Steinbeck. I like Robert Ludlum, too," he said.

Besides reading for pleasure,



Stobie also reads for professional advancement. He especially likes Stephen Covey's books, "Seven Habits of Highly Effective People" and "Principle-Centered Leadership."

Alann Steen

Alann Steen has always been an avid reader. But he found out just how much books meant to him when he was held captive for nearly five years in Lebanon by the Islamic Jihad group.

His favorite author is Kenneth Roberts, whose books about the revolutionary war include "Captains Courageous" and "Northwest Passage."

"I had read all of his books except two," Steen said. One was "Lydia Bailey," which he assumed was about a woman's life; the other was about a British sympathizer during the Revolution. Neither premise appealed to him.

"Would you believe it, those were two books I received in captivity," he said. Since the hostages had access to only about 100 books, "we read and reread and read them again," Steen said. He decided that the two Roberts books he had originally scorned were really the author's best books.

Steen, who taught journalism at Albion College last year, now is reading mostly textbooks for his new job, teaching journalism at Casper (Wyo.) College. He also is thinking about writing a book.



Nick Smith

U.S. Rep. Nick Smith said his reading for fun has been curtailed while he reads material necessary for his new position.

"But what's really happening in the world is as exciting as any novel," said Smith, R-Addison. "You've got to read to discover it. You're not able to get it from radio and TV." He said books, newspapers, even economic reports that explore the changing international scene make fascinating reading.

As for any favorite books from the past, Smith has two outright favorites.

"I can't remember since I read 'Moby Dick' and 'Black Beauty' being so immersed in a book that it was more important to read than to eat or play," he said.



Read-aloud story

'The Car Washing Street'

It's Saturday morning, and the city is already sticky and hot. On the street where Matthew lives, something interesting is about to happen.

Matthew wakes to a "Clink! Clink! Clink!" sound. Then he hears water splashing and splashing. When he runs to his window, he sees Mr. Henry Hamilton coming out of his house with a big bucket, a brush, and a bunch of old rags.

"Daddy!" Matthew yells. "Hurry! It's car-washing time!"

Matthew's mama and daddy don't have a car, but Matthew loves watching his neighbors wash and rinse and polish theirs. They wash cars all year-round, and Matthew is right there every week, watching.

Matthew and his daddy sit on the steps in the sun. All along the street, people are washing their cars. Mr. Henry Hamilton already has his car soaped up. Junior Boy Taylor is still trying to find a good radio station.

Across the street, Mrs. Kennedy is wiping her big pink Cadillac with a little pink towel. Mr. and Mrs. Rodriguez and the Rodriguez kids are throwing water onto their station wagon.

The block is filled with music and water and happy sounds. Matthew sees Eddie Rodriguez spin a shiny hubcap onto the sidewalk. Daddy talks to Mr. Henry, who's shaking the dust off his big fuzzy dice. As the sun gets hotter and hotter, the people get quieter and quieter.

"Maybe we should get out



of the heat," Daddy says to Matthew.

"No, Daddy — can't we sit a little bit longer?" Matthew asks.

Just then, Junior Boy's hose wiggles right out of his hands! It flips and flops on the street. Suddenly, Mr. Henry Hamilton's fishing hat is dripping with water.

"Hey!" Mr. Henry Hamilton shouts.

"Mr. H., I didn't mean it!" says Junior Boy.

Mr. Henry Hamilton snatches up his bucket. With one swing of his arm, he splashes water back out toward Junior Boy. Junior Boy ducks. The water flies clear across the street onto Eddie Rodriguez!

"Sorry!" yells Mr. Henry Hamilton. But it's too late. Eddie puts his hand over the fire hydrant and shoots a wa-

terfall way up into the air.

"Ooooh!" Matthew squeals, as the cold water rolls down his face.

"Water fight!" Junior Boy laughs, stashing his radio under the front seat of his car.

"Daddy, quick! Let's get out the hose!" Matthew shouts.

Everyone joins in the fun. Matthew moonwalks under the waterfall. Eddie and Nilda and Georgie Rodriguez start a slippery conga line. Even Mrs. Kennedy hikes up her skirt and prances like a ballet dancer! In a little while, everyone is soggy and soaked and cool.

People begin to laugh and talk all at once. Junior Boy turns his radio back on.

"Look!" Matthew points down the street. Miss Emma is coming, pushing her cart with its big rumpled umbrella.

la.

"I-ices!" she sings.

"I've got coconut, grape, and strawberry i-ices!" She stops right in front of Matthew's house. The neighbors gather around and crunch into the ices as they dry their faces and arms.

"You know," begins Mr. Henry Hamilton, "every time we set out to wash these cars

... Something wild happens!" Junior Boy finishes.

Matthew laughs and says: "That's why I like living on the Car Washing Street!"

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